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SURVEY AND APPRAISAL OF ORGANIZED GUIDANCE SERVICES
IN THE CATHOLIC SECONDARY SCHOOLS OF THE
ARCHDIOCESE OF CHICAGO

by

Sister Mary Bonita Wierzbowski, C.S.S.F.

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

February

1961

VITA

Sister Mary Bonita was born October 13, 1912, in Chicago, Illinois, where she completed her elementary education at St. Hyacinth's Grade School and her secondary education at Good Counsel High School.

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CHAPTER I

THE PROBLEM

Introduction to the Study. The period since the Second World War has been a period in which new policies and practices on various phases of education have emerged. The field of guidance has been no exception. A phenomenal increase of interest is noted in practically every facet of guidance work. The vocalized recommendations for better guidance programs in the high school by both lay and professional writers have emphasized the urgency of this situation.

The Congress of the United States through the National Defense Act of 1958 recognized the importance of counseling, testing, and training of guidance personnel. Reverend Charles F. Donovan terms this Act as the "Bill of Rights for guidance and measurement."¹ The Rockefeller report on education, The Pursuit of Excellence, stresses the need for educational guidance and a search for talent. But, the report says,

. . . the identification of talent is only the first step--only part of a strong guidance program. . . . The objective of all educational guidance should be to stimulate the individual to make the most of his potentialities. . . . Such guidance is essential to the success of our system. As many teachers as possible should be trained to take

¹Charles F. Donovan, S.J., "A New Era for Guidance," School and Society LXXXVII (May 23, 1959), 241.

part in it. As many high schools as possible should have special guidance officers to supplement the teachers where greater technical knowledge is required.²

Conant in his report on The American High School Today makes a strong recommendation for organized guidance functions performed by competently prepared school counselors.³ In harmony with this is the statement by L. G. Derthick: "In viewing the national needs in guidance from our vantage point in the Office of Education, we are impressed by the need for depth as well as breadth. The call is for better, more thorough programs--not merely more programs."⁴

This present surge of interest in guidance can be attributed to a combination of factors operating within a vortex of constructive and destructive forces which have increased the need for organized guidance programs in both public and Catholic schools. The scientific advancements in atomic power, automation, guided missiles, man-made earth satellites, and other wonders of the last decade have brought about concomitant pressures and complexities of modern living. The spiritual, moral, and social problems resulting from Communist peril, threats of atomic warfare, materialism, racial prejudice, intricacies of modern industry, the subtle influence of television and movies on attitudes and behavior, and the breakdown in family life, have an important

²Special Studies Project of the Rockefeller Brothers Fund, The Pursuit of Excellence: Education and the Future of America (New York: Doubleday & Company, Inc., 1958), p. 30.

³James B. Conant, The American High School Today (New York: McGraw-Hill Book Company, Inc., 1959), pp. 44-46.

⁴Lawrence G. Derthick, "Guidance and the Nation's Need," Personnel and Guidance Journal, XXXVII (October, 1958), 107-113.

bearing on the secondary school program in relation to the youth of this generation. According to Shuster, "The impact of scientific discovery on our modes of living is so great that we are all caught up into a Heraclitean world."⁵

Against this background of conflicting standards and unparalleled pressure of a mechanized electronically controlled world, boys and girls remain much the same. They still go through a long process of maturation and development; they still continue to have the same basic needs to belong, to love and to be loved, to feel secure, to achieve, to appreciate and to be appreciated. A workable guidance program can assist the adolescent to discover his needs and assess his capacities in order that he may develop into a flexible human being who can accept change, modify plans, make wise choices, adopt good attitudes, and cope effectively with complex problems of adjustment in this complicated atmosphere of modern living. In his allocutions on education, Pope Pius XII tells us that the student must be viewed "as a child of his own era, knowing and cultivating all the advances made by science and technical skill."⁶ In this milieu the Catholic educator must assist every student from the slow, plodding learner with a minimum of native ability to the brilliant student with a stratospheric I.Q. so that he may develop a wholesome, integrated, and mature Christian personality. The stark realization that "our kind of society calls for the maximum development of individual

⁵George N. Shuster, "What Is Education?" Education in the Age of Science, ed. Brand Blanshard (New York: Basic Books, Inc., 1959), p. 35.

⁶Vincent A. Yzermans, ed., Pope Pius XII and Catholic Education (Indiana: Grail Publications, 1957), p. 32.

potentialities at all levels"⁷ offers a real challenge to the school to meet the emergent needs of youth.

Because guidance is continuously evolving and developing to meet new problems and new pressures, it becomes highly desirable for administrators, guidance workers, and teachers to appraise the effectiveness of their program by looking backward at what has been done, surveying present activities, and looking to the future to see what needs to be done. Leaders in the field of guidance have expressed repeatedly the need for constant evaluation. Concerning this problem, Humphreys and Traxler have pointed out:

. . . unless the existing procedures and devices are evaluated in terms of their effectiveness in serving guidance purposes, there is no assurance that they have genuine worth. No matter how good these procedures and devices appear to be in and of themselves, their values can be judged only in the light of their proved contributions to guidance.⁸

A similar point of view is expressed by Hatch and Stefflre:

There can be no really worthwhile evaluation unless it is used as a basis for improving the present services. It follows from this statement that the first step in a program of evaluation is to create a point of view that says, 'No matter how wonderful our present program is, it is always possible to improve it.' Evaluation is a beginning, not an end.⁹

Dr. Cribbin elaborated on this point when he presented a series of challenging questions to all Catholic administrators and teachers:

WHERE DO WE STAND with respect to our knowledge of the real problems of students? to our candid evaluation of the quality of the

⁷The Pursuit of Excellence, p. 22.

⁸Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, 1954), p. 236.

⁹Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (New York: Prentice-Hall, Inc., 1951), p. 300.

service we render students? to the scope of assistance we can give them? to the use of all guidance techniques and aids that are available to us, including those in the community? to our attempts to cooperate fully with administrators, teachers, and parents? to our active participation in guidance associations?¹⁰

Recent studies in the field of guidance indicate the interest of Catholic educators in a formal guidance program. A number of masters' theses and doctoral dissertations have been written on the status of guidance activities in Catholic schools on national, state, and local levels. To date, no such comprehensive study has been conducted in the Archdiocese of Chicago. In order to determine the current status of guidance services and to insure sound progress, a survey and appraisal of existing conditions is necessary. It was with this purpose in mind that the present study was undertaken.

Purpose of the Study. This study was designed primarily to ascertain the current status of the organized guidance services in the Archdiocesan High Schools of Chicago and to appraise these guidance practices by means of external criteria. Specifically, the purpose of the thesis was to seek answers to the following questions:

1. What is the nature and scope of the guidance services offered to students by the Catholic Secondary Schools in the Archdiocese of Chicago?
2. Who is responsible for directing and coordinating the guidance services?
3. What members of the school's personnel do the students consider as most helpful in guiding and counseling them on various types of problems?
4. What are the significant observations and/or reactions of the school personnel and the students as to the actual effectiveness of the guidance services in their respective school?

¹⁰James J. Cribbin, "Guidance--Softness or Strength?" The Catholic Counselor, III (Spring, 1959), 69-70.

5. What areas in the present guidance programs seem to be sound, and what areas need extension or strengthening?
6. In the light of the questionnaire results, what recommendations and suggestions can be made which would enable schools involved in the study to improve or extend their existing guidance services?

This investigation was undertaken with the hope that some basic factual data could be obtained and used by school administrators as an aid to future guidance planning. It is anticipated that the process of appraising guidance services may create an awareness of the strengths and weaknesses of existing services and foster some arousal of interest in the development of new programs or the extension of present guidance activities. It is likewise hoped that this study may serve as a point of departure for further research.

Definition of Terms. Definitions of guidance and its various phases are numerous. However, to avoid semantic confusion the following terms will be used as defined:

The term "guidance" admits a variety of interpretations depending on the frame of reference established. It is used here to mean

. . . that aspect of an educational philosophy which seeks to discover, develop, and direct all of the God-given potentialities of the student. It seeks to help the boys and girls to find their rightful places as citizens in a democratic social order and to cooperate with Divine grace in establishing within themselves constancy in following the teachings of Christ.¹¹

Historically, the terms "pupil personnel" and "guidance services" have had definite specialized meanings. "Guidance" originally was used to indicate

¹¹James J. Cribbin, Philip Harris, and William McMahon, Teacher's Handbook for It's Your Life (New York: Harcourt, Brace and Co., 1958), p. 3.

vocational guidance, and "pupil personnel" to indicate the accounting and recording aspects of the school population. The Conference on Pupil Personnel Services in Elementary and Secondary Schools, called by the U.S. Office of Education in 1951, prepared the following statement regarding the nature of pupil personnel and guidance services:

Both have the special function of helping the school achieve its educational objectives by providing a coordinated program which utilizes the personal knowledges, convictions, planning, and initiative of each student as key factors in his gaining the optimum growth and development from his experiences.¹²

Since it is generally agreed that the terms "guidance services" and "pupil personnel services" refer to the same function and share common objectives and methods, some writers have used these terms synonymously or interchangeably. For the purpose of this study, however, the author proposes that the term "pupil personnel services" be used to describe the over-all program "which offers assistance to the individual in all phases of his personal development: intellectual growth, aesthetic appreciation, emotional maturity, physical condition, social and civic relationships, vocational potentialities and skills, financial needs, and moral and spiritual values."¹³ The term "guidance services" will be used to designate a major part of the pupil personnel services embracing those activities and experiences that assist the individual student to grow in self-understanding, to make wiser decisions, and to do increasingly effective planning.

¹²U.S. Office of Education, Pupil Personnel Services in Elementary and Secondary Schools, Circular No. 325 (Washington, 1951), p. 4.

¹³Humphreys and Traxler, op. cit., p. 10.

Organized guidance programs are planned activities with responsibilities and duties carefully assigned. They are classified as organized if they can be assumed to be developing such basic services as individual inventory, counseling, information, group guidance, placement, and follow-up, which are commonly recognized in every part of the United States as the essential elements of a guidance program.

It may be said that the value of organization has general acceptance among guidance leaders. Froehlich has stated it very succinctly: "A modicum of organization will reduce overlapping and increase interlocking."¹⁴ Little and Chapman maintain that "organization involves getting the right people into proper places at appropriate times, with necessary facilities and equipment with which to work effectively."¹⁵ According to Willey and Andrew, the guidance program consisting of organized services should not be construed or regarded as a composite of isolated activities with rigid lines of demarcation. "The value of any service," they say, "lies not in its classified form but rather in its influence upon the curriculum and the child as it changes his total personality."¹⁶

¹⁴Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), p. 48.

¹⁵Wilson Little and A. L. Chapman, Developmental Guidance in Secondary Schools (New York: McGraw-Hill Book Company, Inc., 1953), p. 261.

¹⁶Dean C. Andrew and Roy de Verl Willey, Administration and Organization of the Guidance Program (New York: Harper & Brothers, 1958), p. 27.

den The administrative head of the program is that individual who is in charge of, and responsible for, carrying out the guidance program. He may be the counselor, the guidance director, the dean, the principal, or the vice-principal.

this A guidance director is one who provides leadership and supervision necessary for the development of a guidance program. He must see to it that the work of all guidance personnel is coordinated, that unnecessary overlapping is eliminated, and that the program is organized and integrated.

Counseling is a person to person relationship in which the counselee, assisted by a trained person, gains insights which will enable him to meet changing situations and new problems effectively. The counseling relationship may perhaps be best understood by examining the atmosphere in which it exists. According to Brown, "it is an atmosphere typified by feelings of warmth, friendliness, acceptance, and understanding that are expressed and communicated by the counselor to the client."¹⁷ Despite its primary role, counseling is only one of the tools of guidance, and not the whole program.

A counselor is a person selected by virtue of interest, training, experience, and ability to carry on the delegated responsibilities of counseling.

A part-time counselor is one to whom some limited time of the school day is assigned to guidance activities with the remainder of the day confined to teaching or other responsibilities. The writer concurs with Hatch and Stefflre when they state that "the title 'teacher-counselor' is used to

¹⁷Robert W. Brown, "The Teacher as a Guidance Worker," Journal of Education, CXXXIX (April, 1957), 14.

identify the counselor with part-time teaching responsibility."¹⁸ The writer will refer to such teachers as part-time counselors. It is assumed, however, that part-time counselors possess the characteristics, training, and experience to handle competently counseling responsibilities. Erickson reinforced this thought in his observation that

Every teacher has a responsibility for carrying on effective guidance practices but every teacher will not be an effective counselor. The ability to function as a counselor is as specialized as the ability to teach art, music, science, or to carry on the duties of the school nurse.¹⁹

For the purpose of the present discussion the definition of evaluation as presented by Boykin will be used. "Evaluation is appraisal in terms of some criterion of excellence."²⁰ According to Barr, Davis, and Johnson, "appraisal (evaluation) is a much broader term than measurement since it involves not only the collection and analysis of data, but the placing of some value upon it or the reaching of a conclusion regarding its worth."²¹

Basic Principles of Guidance for Catholic Secondary Schools. To determine and appraise the scope and nature of a guidance program in a particular school or school system, it is necessary to understand basic principles that form the foundation stones upon which the entire structure of guidance rests.

¹⁸Hatch and Stefflre, op. cit., p. 165.

¹⁹Clifford E. Erickson, A Practical Handbook for School Counselors (New York: The Ronald Press Company, 1949), p. 181.

²⁰L. L. Boykin, "What Is Evaluation?" Journal of Educational Research, LI (March, 1958), 532.

²¹A. S. Barr, R. A. Davis, and P. O. Johnson, Educational Research and Appraisal (Philadelphia: J. B. Lippincott Co., 1953), p. 530.

Kane defines principles "as broad unchanging truths, applicable in a practical way as guides in the business of education."²² Apropos of this fact, Harcar has laid down the following dictum: "Because existing lists of guidance principles are in the main reflective of educational philosophies broadly classified as pragmatism, naturalism, and realism, there is a definite need for a Catholic statement of principles."²³ Guidance principles for Catholic secondary education flow from a true philosophy of life which alone provides a valid criteria for the interpretation of life and man's relationship to God and his fellow-man, and answers the basic questions of all education concerning man's origin, nature, and destiny. Underlying principles which characterize the guidance program in our Catholic high schools and which reflect the Christian way of life are classified as the following by Cribbin:

- I. Guidance is of two kinds, the interior guidance of God and the external guidance of man.
- II. Christian guidance is Christ-centered not merely student-centered.
- III. The supernatural truths of Revelation are the foundation of Christian guidance.
- IV. Christian guidance must be in harmony with Christian dogma, morals, and practice.
- V. Christian guidance is essentially different from every other personnel theory.

²²W. Kane, S.J., Some Principles of Education (Chicago: Loyola Press, 1938), p. 4.

²³G. A. Harcar and R. J. Leonard, "Suggested Principles of Guidance for Catholic Secondary Schools," The Catholic Educational Review, XLIX (April, 1951), 261.

- VI. Religion, not democracy, must be the integrating factor in guidance.
- VII. The personnel worker must ever be mindful that he is an agent of Divine Providence.
- VIII. The means of guidance must conform to the ends of guidance.
- IX. Guidance is a particular responsibility of the Church.²⁴

Principles I and II embody the alter Christus ideal. Since the objective of Catholic education is twofold--preparing man for life on earth in the light of eternity--guidance must be twofold. The ultimate aim must be given first consideration; but the proximate aims must not be neglected. Those involved in the guidance process must assist in the formation of another Christ--"the supernatural man who thinks, judges, desires, acts, and lives as Christ would in the particular circumstances of time, place, culture, race, social, and national life in which he finds himself."²⁵ Pius XI in his encyclical on the Christian Education of Youth has written: "The true Christian does not renounce the activities of this life; he does not stunt his natural faculties, but he develops and perfects them by coordinating them with the supernatural."²⁶

²⁴James J. Cribbin, "Important Guidance Principles," The Catholic Educational Review, LI (October, 1953), 520-536.

²⁵James B. McDowell, "The Encyclicals on Education and Catholic Secondary Schools," National Catholic Educational Association Bulletin, LII (August, 1959), 217.

²⁶Pope Pius XI, Christian Education of Youth (Washington, D.C.: National Catholic Welfare Conference, 1936), p. 37.

In the light of principles III, IV, and VIII, the key to Christian guidance is "supernatural revelation which supplies three fundamental truths about man's origin, his present condition as a result of original sin, and his final destiny."²⁷ Trends which affect theories and techniques of guidance in our modern technological world are merely accidental elements and as long as these are consistent with essential truth they may be used with confidence in guiding youth. When there is inconsistency with truth, they must be rejected as Pius XI points out in relation to "pedagogic naturalism."

Every form . . . which in any way excludes or weakens supernatural Christian formation in the teaching of youth is false. Every method of education founded, wholly or in part on the denial or forgetfulness of original sin and of grace, and relying on the sole powers of human nature, is unsound.²⁸

According to principles V, VI, VII, the Catholic educator does not think of guidance work merely in terms of personal satisfaction, social approval, or worldly prestige. Since religion alone offers "the way, the truth, and the life," it serves as a principle of integration which enables the student to develop "a sense of God, a sense of direction, a sense of responsibility, and a sense of mission in this life as a citizen of two worlds."²⁹ The personnel worker must interpret all guidance problems in terms of the unum necessarium.³⁰

²⁷John D. Redden and Francis A. Ryan, A Catholic Philosophy of Education (Milwaukee: The Bruce Publishing Co., 1942), p. 250.

²⁸Pius XI, op. cit., p. 24.

²⁹Edward A. Fitzpatrick, "The Child: Citizen of Two Worlds," The Catholic School Journal, LI (January, 1951), 1.

³⁰Cribbin, "Important Guidance Principles," p. 533.

The ninth principle underscores the role of the Church in the guidance program. It is the purpose of the Church as well as the purpose of guidance to help the child to grow in wisdom and grace thus producing a perfectly integrated personality--a Christian gentleman who knows his place in the world of time and his destiny in the realm of eternity.

The nature and extent of guidance services, while retaining the above mentioned Christian basic principles, will vary with each particular school depending on such factors as the type of school, needs of the student, the kinds of curricula, the school's policies and objectives, and the community in which the school is situated. An organized guidance program will make manifest the extent to which Catholic thinking permeates the various phases of student growth.

CHAPTER II

A REVIEW OF RELATED LITERATURE

A survey of Catholic educational literature yields striking evidence of the expanding role of guidance practices in the Catholic school system. The Proceedings of the National Catholic Educational Association, organized in 1904, indicate that the concept of guidance as a function of the Catholic school in its very inception was related to economic efficiency. The first accepted term used on an organized basis in Catholic educational circles was "vocational guidance." This term first became prominent in 1908 in the writings of Frank Parsons, and since that time, it was employed in both public and Catholic schools to designate the assistance given to youth in relation to occupational information and vocational preparation.

As early as 1910, conferences, discussions, publications, district meetings, and annual conventions of the National Catholic Educational Association were devoted to the initiation, organization, and expansion of the vocational guidance movement in the Catholic schools. Great impetus was given to this phase of education by such outstanding leaders as Bishop Hugh Boyle of Pittsburgh, Pennsylvania; Bishop Joseph Schrembs of Toledo, Ohio; and Reverend Thomas E. Shields of the Catholic University.

In 1913 Reverend Albert Muntsch, S.J., suggested the possibility of vocational guidance through curricular studies.¹ In 1919 Dr. O'Grady of the Catholic University emphasized several additional aspects of vocational guidance; namely, the cultural possibilities of the different vocations in all walks of life, the health aspect, and the feasibility of following up the students in the world of work in order "to advise them in regard to change of occupation and to induce them to continue their studies in part-time or evening schools."² A few years later, in an extensive treatment of the subject of vocational guidance, Reverend Howard J. Carroll, S.T.D., advocated the use of standard tests which would indicate the vocational aptitudes and abilities of the students.³

From the evidence in literature, it appears that a significant milestone in the development and expansion of the guidance movement was reached in 1930 at a meeting held in Chicago by the members of the Catholic Vocational Counsel Conference. In the opinion of this group, "it was necessary for Catholic educational forces to broaden their counseling program to include educational and vocational guidance."⁴ Some of the important recommendations made at

¹Albert Muntsch, "Vocational Guidance," The Catholic Educational Association Bulletin, X (November, 1913), 258.

²John O'Grady, "Vocational Advisement," The Catholic Educational Association Bulletin, XVI (November, 1919), 284.

³Howard J. Carroll, "Vocational Guidance," The National Catholic Educational Association Bulletin, XXVII (November, 1930), 332-333.

⁴John M. Wolfe, "Address of the Chairman of the Catholic Vocational Counsel Conference," The National Catholic Educational Association Bulletin, XXVIII (November, 1931), 380.

this meeting included the following:

1. An analysis and study of guidance from the data gathered by this organization through the literature available on the subject.
2. A study of the problem of guidance in its nation-wide scope.
3. Diocesan studies and surveys.
4. Incorporation of courses covering the problem of guidance in the curriculum of Catholic colleges and teacher-training institutions.⁵

From such beginnings, the concept of guidance as a function of the schools has spread and developed so that it is no longer primarily concerned with vocational problems, but embraces educational, social, personal, and moral problems as well. Heightened interest in organized guidance services at the present time is related to a deeper understanding of individual needs, drives, and motivations.

In reviewing the literature for reports on guidance services in the Arch-diocesan High Schools of Chicago, the writer has found some information, but this was meager in quantity and limited in scope. For this reason and for general comparative purposes, the field of related literature has been broadened to include studies of guidance practices in both Catholic and public high schools on the national, regional, state, and local levels.

As far back as 1933 at Loyola University, Chicago, Sister Mary Ignata Biehn, S.C.C.⁶ presented a Master's thesis entitled, "A Study of Current

⁵Ibid.

⁶Sister Mary Ignata Biehn, S.C.C., "A Study of Current Practice in Vocational Guidance for Girls in Catholic Four-Year High Schools," (unpublished Master's thesis, Loyola University, Chicago, 1933).

Practice in Vocational Guidance for Girls in Catholic Four-Year High Schools." Illinois was included among the nine midwestern states selected for the study, and fourteen high schools for girls represented the Chicago area. The purpose of the study was to learn what Catholic high schools for girls in the North Central Group of States were doing in the field of guidance. In general, the data from the 90 schools surveyed revealed that most of the guidance received by the students was haphazard and still in the formative stage. The major recommendations of Biehn's study were: training of teachers in guidance practice; offering specific courses in vocational guidance; maintaining and improving the pupil record system; and using psychological tests for guidance purposes.

One of the most extensive foundational survey studies of guidance practices in Catholic high schools on the national level was completed in 1938 by Sister Teresa Gertrude Murray.⁷ Questionnaires were sent to 1,648 schools with student enrollment ranging from 25 to 2,970. Data received from 1,004 responding high schools revealed that 50 per cent of the schools had a formal organized program, while the remaining schools conducted guidance practices on an informal basis. The scope of the investigation is much broader than suggested by the title since the study includes a variety of areas, such as individual counseling, educational information, placement, follow-up, testing, and the administrative function of guidance.

⁷Sister Teresa Gertrude Murray, O.S.B., Vocational Guidance in Catholic Secondary Schools: A Study of Development and Present Status (New York: Bureau of Publications, Teachers College, Columbia University, 1938).

Some of the more important findings of Murray's study included the following relevant information: Among the guidance techniques, personal interview with teachers and school officers was most popular. Sixteen per cent of the schools had counselors, 2.3 per cent being full time workers. The principals acted as counselors in almost one-half of the schools. A class in occupations was maintained in 10 per cent of the schools. Emphasis seemed to have been placed upon follow-up of the failing rather than the bright students, indicating that training for leadership had been slighted. Intelligence and achievement tests were used with much frequency for guidance purposes, but aptitude and personality tests were not widely known. Guidance records were kept by almost 10 per cent of the schools, but only half had them centralized for faculty use. The status of student cumulative records was far from satisfactory. Evidently the importance of these records for continuity of guidance and for optimum means of assisting the individual student has not been understood by those answering the questionnaire.

Murray sounded a clarion call to action in the epilogue when she stated that Catholic secondary schools must assume their responsibility for offering vocational and educational guidance, and so "build men with greater intelligence and spiritual virility."⁸

Another survey representing a very general coverage was conducted by Leonard⁹ in 1945. The objective of her study was to determine the nature and

⁸Ibid., p. 156.

⁹Eugenie A. Leonard, "Counseling in Catholic Secondary Schools," The Catholic Educational Review, XLIV (May, 1946), 347-355; (October, 1946), 483-491.

extent of counseling in Catholic secondary schools by analyzing the responses of questionnaires received from three-year and four-year senior Catholic high schools of the United States. Eighty-eight per cent of the total number of high schools, included in this survey, reported some type of guidance program. Twenty-one per cent of the high schools had specialized counselors; thirty-five per cent had some type of homeroom guidance; thirty-two per cent had a teacher-counselor type of guidance; and twelve per cent of the cooperating schools reported that they had no guidance program whatsoever.

Interpretations were made in terms of the three types of guidance personnel: the counselor-centered, homeroom-centered, or the teacher-counselor type, which constituted the basis for comparisons throughout the investigation. The salient findings of guidance practices as reported by this study included the following: Religious, educational, and personal guidance was carried on very extensively in every section of the United States. Group guidance was less popular than individual guidance, and little was done in occupational counseling. Cumulative records were kept by 82 per cent of the high schools having counselors, 68 per cent of the high schools having homeroom guidance, and by 60 per cent of those having teacher-counselor guidance. Intelligence, achievement, and aptitude tests were used most frequently in counseling students. Special rooms were reserved for counseling in 64 per cent of the high schools having counselors, in 21 per cent of the high schools having homeroom guidance, and in 21 per cent of those having teacher-counselor programs. The most serious weakness of the counseling program as revealed by this survey was the gross inadequacy of the placement and follow-up techniques of both graduates and drop-outs.

From the results of the foregoing study, it is evident that the Catholic high schools of the New England and Middle Atlantic States had a slightly higher proportion of counselors and did more group guidance and placement work than the Catholic high schools of the United States as a whole. In general, it may be said that the Catholic high schools having counselors in every section of the United States were more fully organized and better implemented than the high schools having homeroom guidance or teacher-counselor programs.

Two most recent studies of national scope reveal that relatively few significant changes were made in guidance practices of the Catholic secondary schools over a period of ten years. In 1956, Hartnett¹⁰ administered questionnaires to the administrators of 488 randomly selected four-year Catholic high schools in the United States in an attempt to determine the status of guidance practices in these schools, thereby providing answers to some of the questions proposed by superintendents and principals on this phase of Catholic education. Replies were received from 56.8 per cent of the schools contacted. Comparisons and interpretation of data were based on the size of the student population and the type of administration including private, parochial, or diocesan control.

The findings of Hartnett's study are of particular interest from the standpoint of current guidance practices. It is apparent from the data that

¹⁰James L. Hartnett, "A Study of Guidance Practices in the Catholic Secondary Schools of the United States," (Unpublished Master's thesis, The Catholic University of America, Washington, D.C., 1956).

private and diocesan boys' schools employed well-rounded guidance programs under the direction of a teacher trained in this field. Parish and diocesan girls' schools, along with coeducational schools, were inclined to provide incidental guidance offered by the classroom teacher. A marked increase was noted in the use of occupational books and pamphlets over the use indicated in Murray's¹¹ and Leonard's¹² earlier investigations.

Most of the schools in all categories obtained follow-up information on their graduates, but all were deficient in records for drop-outs and non-college alumni. Counseling and testing programs were better organized in larger boys' schools than in any of the other types of schools represented in this study. In general, all cooperating schools exhibited deficiencies in utilizing resource persons and referral agencies to supplement their guidance practices. As a group, they failed to provide satisfactory guidance services in the areas of remedial reading, guidance for underachievers, and therapy for emotional problems.

Stack's¹³ survey of 1958 was based upon data received through the use of questionnaires sent to 1,869 schools and personal interviews with principals of 12 high schools. Aspects of this investigation which are closely allied to the present study include orientation, student personnel records, the counseling program, occupational and educational guidance, testing, placement and follow-up techniques, co-curricular activities, and remedial services.

¹¹Murray, op. cit., p. 134.

¹²Leonard, op. cit., p. 590.

¹³Philip L. Stack, "A National Study of Guidance Services in the Catholic Secondary Schools," (Unpublished Ph.D. dissertation, The Catholic University of America, Washington, D.C., 1958).

An analysis of the data revealed the following major conclusions: six hundred eighty of the responding Catholic high schools or 68 per cent provided various orientation practices for incoming students. In comparison, Leonard, in her 1945 survey reported that 21 per cent of the total number of Catholic high schools employed some type of orientation for new pupils.¹⁴ The findings of Stack's study suggest that the use of orientation techniques has increased among the Catholic high schools over a period of ten years. Nine hundred seventy-two of the responding Catholic high schools or 97.2 per cent had some type of student personnel records. There was a slightly greater tendency for the schools participating in this study to keep records in a centralized place and to make them available to all faculty members than can be noted in the previous studies. Over a period of ten years, counseling has grown significantly in being the function of the homeroom teacher. This policy was adopted in 63.7 per cent of the cooperating high schools as compared with Leonard's report of 32 per cent.¹⁵ It should be pointed out, however, that most of the counseling was incidental rather than organized with trained counselors and definite case loads. Interest tests have supplanted the aptitude tests in the Catholic high schools as one of the most frequently used tests. Remedial services in the treatment of the academic program were found in about one out of every two Catholic high schools. Only 35.6 per cent of the cooperating schools reported the availability of remedial reading as a guidance measure.

¹⁴ Leonard, op. cit., p. 283.

¹⁵ Ibid., p. 281.

Hartnett noted a similar trend in his 1956 study. His findings indicate that remedial reading had "the dubious honor of being rated the most unsatisfactory personnel service available to the student."¹⁶ Stack's study corroborated Leonard's and Hartnett's investigations by concluding that the placement and follow-up services constituted the weakest link in the entire guidance program, especially in the case of drop-outs and employed graduates.

While the results of the above study show that the Catholic high schools have made real efforts to improve their guidance activities, and that some type of guidance practice was offered in practically every phase investigated, there is evidence of the following weaknesses: (1) a definite need for greater organization of guidance services under a director; (2) an extension of services to meet student needs, especially in placement, follow-up, and remedial services; and (3) a greater need for in-service training for all staff members.

Among recent contributions are two local studies covering guidance practices in Catholic high schools located within the boundaries of a particular Archdiocese. By means of the questionnaire and personal interview, Daly¹⁷ conducted a survey of the guidance practices currently used by the administrators in 40 Catholic High Schools in the Archdiocese of Newark, New Jersey.

The guidance practices investigated by Daly which are pertinent to the present study include group guidance, individual guidance, educational, vocational, social, and moral phases of guidance, and the organization of the

¹⁶Hartnett, op. cit., p. 42

¹⁷William J. Daly, "The Administration of Guidance Programs in Catholic High Schools of the Archdiocese of Newark, New Jersey," (unpublished Ph.D. dissertation, St. John, Brooklyn, New York, 1955).

guidance program. In the light of the accumulated data, Daly found it feasible to make the following recommendations:

1. Organization of a guidance committee, composed of administrators, counselors, and teachers to determine the policies of guidance for the school and to direct the general program.
2. Provision for in-service training of teachers along guidance lines.
3. Periodical publication of guidance bulletins by the guidance office.
4. Introduction of formal courses in the study of occupations.
5. Development of a practical follow-up system and placement bureaus.
6. Provision for scheduled interviews serving all students throughout all four years.
7. Implementation of special remedial services in the treatment of academic subjects.

The tendency of the investigator has been to describe the various aspects of the guidance program from an administrative point of view rather than to analyze and evaluate guidance practices.

In 1955, Custer¹⁸ made an evaluative study of the guidance programs in seven Archdiocesan High Schools of St. Louis. This investigation differs from the preceding ones insofar as it utilized four groups of individuals including principals, counselors, teachers, and students for appraising the current status and effectiveness of the guidance program in the Archdiocese of St. Louis. By means of questionnaires and interviews, comparative data were

¹⁸Sister Violet Marie Custer, "An Evaluative Study of the Guidance Programs in the Archdiocesan High Schools of St. Louis," (unpublished Ph.D. dissertation, The Catholic University of America, Washington, D.C., 1955).

gathered to note improvement in the program within a three year period. Analysis of the data warrants the following conclusions for the particular population groups: Student responses indicated that they were well aware of the sources of help among the school personnel for all problems covered in the student questionnaire. They were extremely well informed regarding sources of help for moral and religious problems and least aware of available school help on personal and social problems. In naming possible consultants, the students varied their choices according to the type of problems. In general, the homeroom teacher was named with the greatest frequency and the counselor with the next greatest frequency.

On the whole, teachers in their replies to the questionnaire reflected a favorable attitude toward the guidance program. They suggested as major obstacles to a more effective operation of the guidance program, the lack of understanding of the program by teachers and students, and personal deficiencies of individual counselors. Many felt that the guidance services were confined mainly to the seniors and that underclassmen had not shared proportionately in their benefits.

Counselor responses to the questionnaire indicated that guidance services and facilities have been effectively set up. The counselors rated guidance practices somewhat higher than did the teachers. Both groups, however, agreed that these techniques were provided more extensively to the seniors than to lower classmen.

According to the opinion of the majority of the principals in Custer's study, the areas in which improvements were particularly recommended were that of the professional development of the entire staff either through an

effective in-service training program or through independent organized study; extension of counseling services among lower classmen; utilization of community referral agencies and professional consultants; and improved opportunity for student work.

In addition to the above surveys, the following analogous studies in the public secondary schools were of interest to the investigator because of the similarity in research techniques.

In 1949, Peters¹⁹ conducted a state-wide survey of guidance practices in the Indiana public high schools. On the basis of his findings, he developed a guidance inventory as a means of appraising guidance services. Three forms of evaluative rating scales were designed--one for small schools, one for medium schools, and one for large schools--patterned after the North Central Association's Self-Study Guide. Suggestions for improvement of guidance through administrative policy included the following: a survey of guidance services at least once every five years; a questionnaire designed for teacher response in selected schools as a means of securing teacher suggestions for the development of adequate guidance practices in each school group; an additional questionnaire for student response in selected schools to determine student awareness and use of guidance services; and the organization of faculty committee groups to study the school needs and to plan an organized guidance program.

¹⁹Herman J. Peters, "A Study of Guidance Services in the Indiana Public High Schools," (unpublished Ph.D. dissertation, Purdue University, 1950).

Kinker and Fox²⁰ completed a comprehensive survey of high school guidance services in a six-state area, including Illinois, Indiana, Kentucky, Michigan, Ohio, and Wisconsin. The first part of the study was designed to determine present guidance practices in administrative function and structure, the nature and scope of the guidance services available in the cooperating schools, and the utilization of their existing facilities. The second half inquired into the professional preparation of staff members who were engaged as full-time or part-time guidance workers. On the whole, the findings presented a more encouraging picture of the guidance practices than actually was the case in the participating schools. This perhaps was due to the fact that the data were collected on an invitational basis from a 20 per cent randomly drawn sample of schools. It may reasonably be presumed that only those schools which had organized guidance programs would voluntarily supply data for this type of study.

Stone²¹ reported on an appraisal of current guidance practices in the 73 accredited public high schools in the State of Arizona. Evaluation was accomplished through the use of the North Central Association's Self-Study Guide for High School Guidance and Counseling Programs.

Analysis of the data, which were classified into three groups according to enrollment sizes of the schools, has provided the following basic

²⁰Robert H. Kinker and William H. Fox, "A Study of High School Guidance Services in a Six-State Area," Bulletin of the School of Education, Indiana University, XXVII, No. 6 (November, 1952).

²¹Jerome W. Stone, "An Analysis and Evaluation of Guidance Practices in Arizona High Schools," (unpublished Ph.D. dissertation, University of Southern California, 1954).

conclusions: The classroom teacher played an important role in guidance in Arizona high schools, but little or no training in guidance procedures was required for the teaching certificate. A few schools made use of guidance committees, but in the majority of the programs, the principal was the actual coordinator. The size of the school was important in determining the extent rather than the kind of guidance activities. The programs in small schools were, in essence, miniature replicas of the programs of the larger schools. Combined findings indicated that counselor-pupil ratio and pupil-hour ratio were well above the optimum ratios suggested in the literature. Remedial services, work-experience programs, community-school relationships, and the use of community resources by guidance personnel were greatly neglected in most of the schools. Data found in the course of interviews tended to substantiate the above findings.

Berkley,²² in appraising the guidance programs in the state of Michigan, made use of a panel of experts. The organizational method of reporting each case was constant including such items as general information about the community and school, data concerning the background and development of the guidance program, description and appraisal of the guidance services, and personal reactions to the program. Data were collected through the following means: (1) personal visitation to each of the ten schools which were considered to be "better-than-average" by a jury of experts, (2) interviewing school personnel and other resource persons, (3) teachers' appraisal of the guidance services,

²²Dean F. Berkley, "A Descriptive Appraisal of Selected Secondary School Guidance Programs in Michigan," (unpublished Ed.D. dissertation, Denver University, 1954).

(4) published and unpublished reports, and (5) a check list of guidance activities used to record physical facilities of the school.

Findings of this appraisal seemed to warrant the necessity for trained guidance personnel and released staff time for carrying out guidance responsibilities. A significant shift from the homeroom program to the teacher-counselor plan was discernible. Various degrees of organization and comprehensiveness were noted in the administration of guidance practices, but the basic pattern was similar in all schools. Placement and follow-up techniques appeared to be the least comprehensive services in the majority of the related programs.

Berkley did not attempt to evaluate the utilization of the guidance practices by students nor the assistance rendered to students. He did, however, endeavor to focalize the guidance services in relation to their operational setting for the purpose of providing functioning models of "better-than-average" secondary school guidance programs.

A more recent study utilizing the questionnaire method was made by Finkelstein²³ in 1958. In an attempt to obtain a dynamic rather than a static picture of the highly fluid inter-relationships within the guidance programs of the cooperating schools, the investigator considered students, teachers, guidance personnel, and principals as important sources for gathering pertinent information. A total of 952 usable pupil questionnaires were obtained from eight participating academic high schools. A total of 337 usable

²³ Arthur Finkelstein, "The Organization and Administration of the Guidance Services of Selected Academic High Schools of New York City," (unpublished Ph.D. dissertation, Fordham University, New York, 1958).

questionnaires were also received from a faculty of seven of the eight responding schools and from the members of an alertness course for New York City teachers. The sample, including supervisors, principals, and teachers, represented differences in the intellectual, cultural, economic, and social background of their pupils.

Despite the wide variation in the schools selected for the study, Finkelstein found that a high correlation existed among the schools in regard to the ranking of the problem items by the pupils. The overall findings disclosed that the greatest amount of help was provided in the area, "After High School," and the least in "My Home and Family." Faculty groups tended to overestimate the prevalence and gravity of the pupils' problems and differed completely with the pupils in regard to the importance of the different problems to the pupils. There was a striking lack of relationship between the total faculty groups' estimate and the pupils' estimate of the various problems. The need for improved communication between the pupils and the faculty was evident.

There was complete agreement among the pupils, faculty sub-groups, and principals that the obstacles related to the guidance staff were, by far, the most important. This category of obstacles was primary in explaining why the pupils had not been able to get help with some of their problems. Both, the pupils and the total faculty group, agreed that more counselors and more time for the guidance staff were very necessary. The suggestions for improving the guidance services were reasonable and practical obviously reflecting the needs and interests of the particular groups participating in the survey.

It is of interest to note that the findings of Finkelstein's study tend to confirm those of Curtis in the ranking of problems by students. There was agreement in that the highest number of problems with which the students received least assistance in school was in the area of personal and social adjustment. Both investigations endeavored to determine the effectiveness of the guidance program in terms of the real needs of pupils and the relationship between these needs and sources of help within the school.

The studies cited above represent a sampling of the type of studies which have been conducted in the past decade to ascertain the guidance practices of secondary schools on a national, regional, state, and local basis. Nine of the studies were primarily of the survey type with little or no evaluation. Two were purely evaluative, while one attempted to analyze and appraise "better-than-average" guidance programs by means of the personal interview technique. The present study has combined the questionnaire method and the interview guide.

The foregoing surveys likewise reveal that the term "guidance" carried with it a variety of interpretations, ranging from the restricted area of occupational information to an omnibus, all inclusive process--"an over-all, take-in-everything sort of thing"²⁴ and finally to the present concept of organized services "which seek to facilitate the optimum, all-round development of the student insofar as this is the responsibility of the school."²⁵

²⁴Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Chicago: Allyn and Bacon, Inc., 1958), p. 124.

²⁵Cribbin, Harris, and McMahon, op. cit., p. 5.

CHAPTER III

METHOD AND PROCEDURE

This chapter outlines the scope of the study, the general method employed in the research, the development of the instruments used for gathering the data, and the collection of the data.

Scope and Limitation of the Study. This investigation has been confined to a randomly selected group of four year high schools located within the boundaries of the Roman Catholic Archdiocese of Chicago. This ecclesiastical territory comprises the counties of Cook and Lake in the State of Illinois with a total population of 4,976,898.¹ According to the Official Catholic Directory for 1959, ninety-one schools in the Archdiocese of Chicago offer Catholic education on the secondary level to approximately 59,000 boys and girls. Fifty-four of these schools are private schools, thirty-two are parochial, one is a large preparatory seminary, and four are institutional schools.² Excluding the seminary, the institutional schools, and the parochial schools that offer exclusively commercial subjects, 80 four year high schools were being considered in the present survey.

In order to obtain a representative sampling of the Catholic High Schools in the Archdiocese of Chicago including different sizes, enrollments, and

¹The Official Catholic Directory (New York: P. J. Kenedy & Sons, 1959), p. 36.

²Ibid., pp. 37-50.

types of control, and to assure a proportionate number of schools in each geographical section of the Archdiocese, the writer used McMahon's Catholic Map Directory of the City of Chicago³ and its companion volume Catholic Map Directory of the Chicago Metropolitan Area⁴ as the basis for the random selection of the eighty schools which served as the population of the sample. According to the Catholic Zone Map, the city of Chicago is divided into two sections. The North section, which extends from Roosevelt Road (1200 south) to city limits (north), is divided into five zones, while the South section, which extends from Roosevelt Road (1200 south) to city limits (south), is divided into seven zones. Each zone has its own detailed map upon which the various Catholic institutions are indicated. Both sections include 32 four year Catholic high schools within their boundaries. The Chicago Metropolitan Area is divided into nine zones, four of which are included within the corporate limits of the Archdiocese of Chicago. There are 16 four-year Catholic high schools located within the environs of the Chicago Metropolitan Area.

By employing a table of random numbers reproduced in Lindquist's Statistical Analysis in Educational Research,⁵ a random sample of approximately 25 per cent of eighty schools was drawn with the net result that twenty schools were selected including eight schools from the North section, eight

³John J. McMahon, Catholic Map Directory of the City of Chicago (Chicago: The Church Printers, 1954-55), pp. 1-90.

⁴John J. McMahon, Catholic Map Directory of Chicago Metropolitan Area (Chicago: D. F. Keller Co., 1955-56), pp. 1-116.

⁵E. F. Lindquist, Statistical Analysis in Educational Research (New York: Houghton Mifflin Company, 1940), pp. 262-264.

schools from the South section, and four schools from the Metropolitan Area, referred to hereafter as the suburbs. The geographical division was used as a basis for the interpretation of data in preference to types of control or enrollment classification. It was also selected to facilitate the scheduling of personal interviews and delivering of questionnaires.

The total enrollment in the twenty high schools participating in the survey ranged from 143 to 1,850 students with a grand total of 17,532 pupils. This represents approximately 29.7 per cent of all the students enrolled in the Catholic High Schools of the Archdiocese of Chicago. Table I presents the total enrollment in intervals of 200.

TABLE I

DISTRIBUTION OF PARTICIPATING SCHOOLS BY ENROLLMENTS

Enrollment	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
0 - 199	1	12.5	0	0.0	0	0.0	1	5.0
200 - 399	0	0.0	1	12.5	0	0.0	1	5.0
400 - 599	1	12.5	2	25.0	0	0.0	3	15.0
600 - 799	2	25.0	2	25.0	0	0.0	4	20.0
800 - 999	3	37.5	2	25.0	0	0.0	5	25.0
1,000 - plus	1	12.5	1	12.5	4	100.0	6	30.0
Total	8	100.0	8	100.0	4	100.0	20	100.0

The data in Table I indicate that 30 per cent of the Catholic high schools in the surveyed areas had an enrollment of one thousand students.

All four year Catholic high schools located in the suburbs were included in this category. This enrollment figure reveals a tremendous population growth in the suburban areas of the Archdiocese of Chicago. By combining computations it is evident that 10 per cent of the schools can be classified as small schools; 35 per cent as medium-sized schools; and more than half as large schools. These percentages are indicative of an adequate representative sampling of the Catholic High Schools of the Archdiocese of Chicago.

Table II shows the percentage of Catholic high schools in each geographical area according to type of school.

TABLE II
DISTRIBUTION OF PARTICIPATING SCHOOLS BY TYPE OF SCHOOL

Type of school	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Boys' schools	2	25.0	1	12.5	2	50.0	5	25.0
Girls' schools	5	62.5	4	50.0	2	50.0	11	55.0
Coeducational schools	1	12.5	3	37.5	0	0.0	4	20.0
Total	8	100.0	8	100.0	4	100.0	20	100.0

Of the twenty schools covered by this study 20 per cent were coeducational, 25 per cent were high schools for boys only, and 55 per cent were exclusively girls' high schools. These percentages conform to the distribution by type of school existing within the Archdiocese.

The Instruments of the Study. To gather the necessary data for this study, a descriptive-survey type of research was used. This survey was conducted by means of two simple techniques. The first of these consisted of three questionnaires designed to obtain specific answers to the major problem and its subsidiary questions from a combination of several sources--the counselors, the faculty members, and the students. The second method comprised a personal interview with the administrators of selected Catholic High Schools in the Archdiocese of Chicago. A check list was constructed to serve as a guide in facilitating the interview and in insuring coverage of those services considered to be essential in secondary school guidance. The questionnaire and check list items, based on practices generally considered desirable by authorities in the field of guidance, were set up as the criteria against which the actual practices in the schools participating in the study could be evaluated. Each school was appraised on the basis of the number of services offered and the extent of efficacy of each service. The guidance services which are the focus of this study are based on a list of essential services in the secondary school personnel program recommended by Cribbin: student inventory service, information service, group development service, counseling, moral development service, placement and follow-up service, remedial services, and service to administration and teachers.⁶

Administrator's Interview Guide and the Counselor Questionnaire. The interview guide for the administrators (Appendix B) and the questionnaire for

⁶James J. Cribbin, "The Pupil Personnel Program's Essential Services," The Catholic Educational Review, LIII (November, 1955), 516.

counselors (Appendix C) were developed and validated through the study of literature, suggestions of the adviser, and the study of several similar devices, such as the Evaluative Criteria (Section G, 1950 edition)⁷ and Erickson's and Smith's Check List for measuring the effectiveness of the guidance program.⁸ Through the questionnaire designed for counselors and guidance directors, the writer sought to obtain information relative to professional qualifications, academic and work experience background, also general information concerning the types of guidance services rendered to students in groups and as individuals. An appraisal scale including the ratings--to a satisfactory degree, to a limited degree, not true at all for your school--was used in determining the degree to which provisions were made within the school for expediting the guidance function. The interviews with the administrators of the high schools sampled were concerned primarily with the administrative bases of the guidance programs. Both counselors and administrators were encouraged to indicate phases of guidance they felt needed improvement and extension, and to offer suggestions for such improvement and extension.

The Teacher Questionnaire. Check lists by Kitch and McCreary found in "Improving Guidance Programs in Secondary Schools"⁹ formed the basis for many

⁷Evaluative Criteria (Washington, D.C.: The Cooperative Study of Secondary Schools Standards, 1950), pp. 219-234.

⁸C. E. Erickson and G. E. Smith, Organization and Administration of Guidance Services (New York: McGraw-Hill Book Company, 1947), pp. 240-252.

⁹Donald E. Kitch and William H. McCreary, "Improving Guidance Programs in Secondary Schools," Bulletin of the California State Department of Education, XIX (December, 1950), 13-56.

of the items incorporated in the teacher questionnaire (Appendix D) which was composed of three parts. Part I included eight questions covering the teacher's general professional training and years of teaching experience. Part II comprised sixteen questions which were formulated to determine the nature and scope of the current status of guidance services in the Catholic Secondary Schools of the Archdiocese of Chicago. A three-point rating scale--strong, fair, weak--was used as the basis of response to each item to ascertain the actual effectiveness of the guidance practices in the participating schools. Part III asked for a list of factors that handicap the effective development of the guidance program within the school as well as suggestions and additional comments for improving these services.

The Student Questionnaire. A basic student questionnaire (Appendix E) was evolved from a survey of the literature and research in this area of education. Many of the items were selected or adopted from The Illinois Revision of the Kefauver-Hand Guidance Test, Form B, Part II¹⁰ and Moser's Students' Check List.¹¹ The format of the student questionnaire is essentially the same as that used in The Illinois Revision of the Kefauver-Hand Guidance Test. The questionnaire consisting of fifteen questions was formulated to find out what kinds of help the students have received from the school personnel, and who

¹⁰Harry D. Lovelass, How to Conduct the Study of the Guidance Services of the School, Illinois Secondary School Curriculum Program, Bulletin No. 6 (Springfield, Illinois: Illinois Department of Public Instruction, 1949), pp. 248-250.

¹¹W. E. Moser, "Evaluation of a Guidance Program by Means of Students' Check List," Journal of Educational Research, XLII (April, 1949), 609-617.

gave them the most adequate help. A three-point rating scale was used to indicate the extent of assistance with each item. The fifteen questions were grouped into three areas: (1) personal and social, (2) educational and vocational, (3) moral and religious. The students were also asked to state some reasons why they have not been able to get help with some of their problems in school, and to list suggestions for improving the guidance program in their own school. They were likewise free to make any additional comments they saw fit. The questionnaire was administered to a sampling of senior students because it was felt that they would have a better over-all picture of guidance services in their respective school.

Pilot Study. To determine the feasibility of this study and the validity of the instruments used, a pilot study was conducted in three schools. The investigator has personally interviewed the administrators and administered the questionnaires to students and faculty members. Junior and senior students were included in this trial survey so as to determine whether there was a significant difference in their replies and reactions to the questionnaire items. Since the replies of students indicated no significant difference, the questionnaire was directed to the senior pupils in the graduating class of June, 1960.

The trial survey and appraisal, based on the pooled data of students', teachers', counselors', and administrators' responses, showed that the investigation was feasible. The questionnaires and check lists were revised on the basis of returns from the pilot study, and were checked by the adviser and other capable critics for significance, clarity, and directness. By

supplementing the questionnaire with personal interviews, the writer feels that she has largely overcome the weaknesses inherent in the questionnaire method.

Collection of the Data. After the questionnaires were revised and the official approval for the investigation obtained from the Archdiocesan Superintendent of Schools, transmittal letters (Appendix A) briefly explaining the purpose of the survey were sent in the early part of December to the principals of the twenty high schools selected for the study. These letters were accompanied by enclosed information cards on which the principals were asked to indicate their willingness to cooperate. Since "a random sample must be intact if it is to be truly representative of the area from which it has been drawn,"¹² all principals were urged to give favorable consideration to providing the necessary data. The administrators responded favorably to the request for wholehearted cooperation, and most of the enclosed information cards were received within a week following mailing of the initial letter.

Tentative dates for personal interviews were set for the week during the Christmas holidays and week-ends during the month of January, 1960. This arrangement made it possible for the investigator to deliver the questionnaires personally to each school and at the same time to hold an interview with the administrative guidance officers. In most cases the principal, counselor, or guidance director were present. The interviews allowed for inspection of the physical facilities for counseling, occupational files, and other equipment used by the guidance workers. This proved valuable in obtaining an over-all picture of the school plant in terms of equipment and space

¹²Kinker and Fox, op. cit., p. 10.

and in understanding the conditions under which the guidance services functioned.

Counselor, teacher, and student questionnaires were left with the principals for distribution to the respective groups. A sufficient number of questionnaires was provided for a total of 4,242 seniors who would have graduated in June, 1960. From these a 93 per cent response was secured, or a total of 3,970 questionnaires. The 7 per cent not responding were absent from class or not available at the time the questionnaires were administered. Some forms were discarded because they were either incomplete or the responses obviously inaccurate. From the 3,840 usable student questionnaires a 25 per cent random sample was taken using the procedure previously described. A total of 960 questionnaires was selected as a basis for analyzing student data.

The principals were asked to distribute the teacher questionnaires to senior homeroom advisers and other faculty members who were most responsible for student guidance. However, an effort was made to obtain, on the average, five to ten teacher questionnaires from each school. The teacher sample provided 160 usable questionnaires which represented 24 per cent of a total of 666 faculty members, both lay and religious, in the twenty responding schools. Because of the voluntary nature of the sampling procedure, the teacher sample may not be indicative of the opinions and observations held by all faculty members, but rather representative of those who manifest more than an ordinary interest in guiding youth. Twenty-one counselors, six from the North section, five from the South section, and ten from the suburbs responded to the counselor questionnaire. Principals, who indicated that they had neither counselor

nor guidance director, answered items on the counselor questionnaire that applied specifically to their school. To encourage accuracy and frankness in the responses, the participants were asked not to sign their names.

The results of the questionnaires were tabulated and summarized and form the basis for the analysis and interpretation of the accumulated data in the subsequent chapters of this study.

SUMMARY

This chapter has presented the framework of the study including the scope and limitation of the survey, the procedure used for gathering the data, and collection of the data proper. The instruments used were a structured interview guide designed for administrators and questionnaires constructed for counselors or guidance directors, teachers, and students. Both devices were validated through a study of literature, advice and suggestions of the adviser, and a pilot study involving three schools.

Replies were received from 20 randomly selected four-year Catholic High Schools located in the Archdiocese of Chicago. The subjects of the study comprised of 20 administrators, 160 teachers, 960 students who would have graduated in June, 1960, and 21 counselors and/or guidance directors.

Succeeding chapters present the findings of this survey. In Chapter IV the subject matter is confined to an analysis of data collected through interviews with 20 administrative heads of the guidance program and information received from counselors and teachers by means of questionnaires. Chapter V gives an interpretation of data gleaned from responses on student questionnaires. The general summary, conclusions, and recommendations are incorporated in Chapter VI.

CHAPTER IV

INTERPRETATION OF DATA BASED ON THE RESPONSES OF THE SCHOOL PERSONNEL

The effective organization and administration of guidance services depends upon the willing cooperation of all concerned. The general consensus is that a good guidance program cannot become a reality unless teamwork prevails. The team-approach involves administrators, teachers, counselors, students, and at strategic points, parents, specialists, and various community groups. It implies that each participant has either a major or minor responsibility for the coordination and efficient operation of the various guidance activities within a particular school setting.

The key person in developing the guidance program is the administrator. His primary responsibility is to provide the organizational framework within which the guidance functions can operate smoothly and effectively, and yet remain flexible enough to meet changing conditions. This functional guidance plan must be consistent with the talents of the staff and the needs of the students. Keeping the team concept in view, the writer sought to ascertain and appraise the current status of organized guidance services in the Archdiocesan High Schools of Chicago by contacting the administrators, the counselors, the teachers, and the students. The data included in this section represent the opinions of twenty administrators, twenty-one counselors, and

160 teachers relative to the organizational framework within which their guidance programs function.

RESPONSES TO THE ADMINISTRATOR'S INTERVIEW GUIDE

By means of a personal interview with the principals of twenty cooperating high schools, the writer was able to obtain the views of the key persons who by virtue of their office have the authority and responsibility to organize and provide for the effective functioning of a guidance program within their schools. The interview was controlled by a structured check list (Appendix B) which, while providing for spontaneous and free discussion, at the same time yielded basic information regarding the administrative phases of guidance activities.

Personnel Responsible for Coordinating the Guidance Services. Summarized in Table III are the responses of the high school administrators to the basic question referring to the person responsible for directing and coordinating the guidance services. Because of the fact that the principals could check off several items that represented practices in their schools, the percentages total more than 100 per cent. It is evident from the results in Table III that the principal was the central figure in directing and coordinating the guidance activities. Forty per cent of the principals in the combined categories functioned in this capacity. It is interesting to note that whereas 50 per cent of the principals in the South section and 37.5 per cent in the North section were charged with this responsibility, only 25 per cent of the principals in the suburbs assumed this role. Perhaps this is due to the fact that the suburban schools though less numerous, are larger in size, and the possibility of finding a competent person to direct guidance

TABLE III

PERSONNEL RESPONSIBLE FOR DIRECTING AND COORDINATING
THE GUIDANCE SERVICES

Personnel	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Principal	3	37.5	4	50.0	1	25.0	8	40.0
Vice-principal	1	12.5	0	0.0	1	25.0	2	10.0
Guidance director	2	25.0	3	37.5	1	25.0	6	30.0
Counselor	2	25.0	0	0.0	1	25.0	3	15.0
Subject teacher	0	0.0	1	12.5	0	0.0	1	5.0
Homeroom teacher	2	25.0	1	12.5	0	0.0	3	15.0
Guidance committee	0	0.0	1	12.5	0	0.0	1	5.0

services is far greater than in schools with a more limited enrollment and staff. In 30 per cent of the schools this task of coordinating guidance services was the responsibility of the guidance director. In some cases this function was delegated to more than one person. In the North section one school used the vice-principal and the homeroom teachers as coordinators, while another school in the South section devolved this responsibility upon the subject teacher, the homeroom teacher, and a guidance committee.

Although the main responsibility for encouraging, supporting, and implementing a guidance program rests with the school administrator, it does not necessarily follow that the principals personally direct and coordinate guidance activities. It is sound practice to delegate this guidance function whenever it is feasible. According to Saalfeld, an enrollment of six hundred

or more students necessitates the appointment of a guidance director. The extent to which the director of guidance is solely responsible for certain areas will depend upon the type and enrollment of the school, the social community, and "sometimes upon directives of the superintendent of schools."¹

Types of Guidance Programs. Analysis of the responses from the high school principals as shown in Table IV indicates that 70 per cent of the responding schools adapted the mixed or combination type of guidance program which utilized teachers in handling group guidance work and counselors or guidance directors in handling special cases and techniques. All schools in the suburbs included in this study employed this pattern.

TABLE IV
TYPES OF GUIDANCE PROGRAMS

Type	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Centralized	1	12.5	0	0.0	0	0.0	1	5.0
Decentralized	3	37.5	2	25.0	0	0.0	5	25.0
Mixed	4	50.0	6	75.0	4	100.0	14	70.0
Total	8	100.0	8	100.0	4	100.0	20	100.0

One-fourth of the schools in the combined areas still used the decentralized or the traditional homeroom type of guidance under the direction of the

¹Lawrence J. Saalfeld, Guidance and Counseling for Catholic Schools (Chicago: Loyola University Press, 1958), p. 22.

principal. These were schools with a total enrollment ranging from 143 to 861 students. In a school of three hundred pupils or less, this set-up would be adequate allowing for a sufficiently small pupil-teacher ratio to make individualization of the program feasible. In larger schools, however, a combination of factors militate against its effectiveness. Only one large boys' school in the North section utilized the centralized type of guidance employing the services of a full-time highly trained counselor.

By way of comparison, Hartnett in a national study of guidance practices reported that 56.9 per cent of the 255 Catholic high schools participating in the survey replied that the main type of guidance offered was incidental guidance by the homeroom teacher.² The trend in this study seems to be away from the traditional homeroom guidance toward organized group guidance programs under a teacher trained in this field and a counselor handling individual interviews and other special techniques. However, the discrepancy between the percentages of high schools employing a mixed type of guidance program and those in Table III, page 46, indicating that 40 per cent of the principals acted as coordinators of the guidance activities throws some doubt on the effectiveness of the type of program in operation.

Since it is generally agreed that guidance practices form an integral part of the educational program, provisions should be made to include the cost of these services in the school budget. In answer to the question referring to budgetary provisions for guidance services and materials, 75 per cent of the responding schools reported that they had no set amount for this purpose.

²Hartnett, op. cit., p. 18.

One school designated that the budgetary allotment ranged from \$50 to \$100, while four schools or 20 per cent indicated that they allotted more than \$100 for guidance services.

Administrators in planning for a guidance program have continually asked, "How much can we spend?" Saalfeld presents a guide as to the approximate cost of guidance services in a typical Catholic high school. He maintains that in most Catholic schools \$5.00 per pupil would be sufficient to cover the expenses of the program. He points out that one-third of this amount would cover the cost of personnel and the remainder could be used for other items, such as tests, books, occupational literature, and other pertinent materials.³ The above figure is merely a guide and not a clear-cut pattern. The cost of the guidance program will necessarily vary from one school to another depending on the size of the school and the extent of the program.

Group Development Service. The value of group work in education, as well as in government, industry, and social work, has been brought into focus repeatedly by educational leaders in current writings and discussions. Definitions vary among writers in the field, but there is basic agreement that a group is more than an assembly of individuals. Getzels and Thelen have pointed out that

All working groups, including the classroom group, have certain characteristics in common. They have a goal they seek to achieve; they have participants who are joined together for the purpose of achieving the goal; the activities of the group are

³Saalfeld, op. cit., p. 31.

founded in some type of control or leadership; the group has explicit or implicit relationships to other groups or institutions.⁴

The emerging concepts and principles of group dynamics have become significant factors in meeting common needs shared by a group of students. According to Harris--guidance courses, homerooms, student activities, assemblies, and special events--are effective devices which have evolved from working with students in groups. These, in his opinion, seem to provide "the most effective, sequential, cumulative, and consistent guidance."⁵

Principals in all cooperating schools considered group guidance as an effective and desirable procedure for reaching adequately all students. It was, however, generally agreed that group methods, although effective and fundamental, do not replace individual counseling. Administrators, particularly those in larger schools, felt that group guidance increased the need for skilled counselors by creating a greater readiness on the part of the students to seek and benefit from the help the counselors can give them.

Three main categories of group guidance activity can be identified from the data in Table V: (1) homerooms and special guidance courses, such as the occupation course; (2) student activities, such as the assemblies and the student council; (3) special events, such as orientation activities, career days, field trips, and visits to business firms. The principals in all cases reported the utilization of more than one group guidance technique.

⁴Jacob W. Getzels and Herbert A. Thelen, "The Classroom Group as a Unique Social System," The Dynamics of Instructional Groups, The Fifty-Ninth Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1960), p. 53.

⁵Brother Philip Harris, O.S.F., "Using Homeroom Guidance in Personality Development," The Catholic Educational Review, LVII (February, 1959), 98.

TABLE V
GROUP GUIDANCE TECHNIQUES

Technique	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Orientation	7	87.5	7	87.5	3	75.0	17	85.0
Homeroom	7	87.5	8	100.0	3	75.0	18	90.0
Guidance courses	4	50.0	3	37.5	3	75.0	10	50.0
Assemblies	7	87.5	8	100.0	3	75.0	18	90.0
Student council	6	75.0	7	87.5	3	75.0	16	80.0
Career days	8	100.0	5	62.5	4	100.0	17	85.0
Visits to business firms	8	100.0	4	50.0	2	50.0	14	70.0
Others	7	87.5	5	62.5	0	0.0	12	60.0

According to Table V, the homeroom organization and assemblies seem to be the best media for group guidance. The length of the homeroom period for guidance purposes varied from ten minutes to fifty minutes. Most of the schools arranged a forty-five minute period once a week for group guidance. Orientation meetings and career days were reported by 85 per cent of the schools. The high schools in the North section appeared to make somewhat greater use of planned visits to business firms than the schools in the other two areas. One-half of the schools in all categories offered guidance courses, and four out of five schools reported the use of the student council as a guidance practice. Three out of five schools in the combined North and South sections enumerated other group guidance activities, such as school clubs,

marriage conferences, and group guidance through the library. They felt that such learning experiences provided ample means through which guidance could be woven into the fabric of the school. The suburban schools made no response to the last item.

The responses in the foregoing table seem to indicate that group guidance techniques were used rather extensively in the Archdiocesan high schools. In some schools a definite pattern in group guidance has been developed very successfully. On the whole, there was evidence of a sincere interest in the value of student group activities, but, according to the principals interviewed, more in-service planning and training, more resource materials, and more adequate provisions in terms of time and physical facilities are needed to enable guidance workers to fully realize group guidance objectives.

There is some justification for the belief that group guidance activities were planned procedures based on a comprehensive and integrated coverage of topics included in basic texts, manuals, and workbooks designed specifically for Catholic schools. The responding schools reported the use of several sources, but the most popular guidance manual adopted for classroom use was The Insight Series, a four-book Harcourt, Brace group guidance program by James J. Cribbin, Brother Philip Harris, and Reverend William J. McMahon. Sixty per cent of the schools in the survey have been using the first two books in the series, It's Your Life and It's Your Education. The third volume, It's Your Personality, which was just released in Spring, 1960, was received enthusiastically by many. The fourth book, It's Your Vocation, will be available in the near future. One-half of the schools found the Bruce publication, Complete Group Guidance for Catholic High Schools, very useful. Some

teachers used it as a basic text, others as a supplement. Group Guidance for Catholic Schools by Saalfeld, a Loyola University publication, and Group Guidance in the Homeroom published by the University of Dayton Press were referred to as supplementary texts for the teachers. The above titles are merely representative of the books used for group guidance classes in the Catholic High Schools of the Archdiocese of Chicago.

One of the most important phases of group guidance is an adequate orientation program. The overall purpose of this program is to assist students, particularly freshmen and transfer students, in becoming adjusted more easily to new situations and procedures of the school. Table VI summarizes the responses of the principals as to the number and combination of practices that were used in orienting new students. Schools in all categories reported that some form of orienting incoming students to the school was in operation. Eighty per cent of the schools used handbooks for helping new students in getting adjusted to the school environment. The general practice was to distribute handbooks the first week of school so that knowledge and usage may go hand in hand. All schools in the North section made use of this device. Three out of four schools in the South section and one-half of the schools in the suburbs made handbooks available to new students. In a 1955 survey of Catholic High Schools in the Archdiocese of Newark, New Jersey, Daly found that 40 per cent of the administrators provided the pupils with a student handbook.⁶ The findings of the present study indicate that twice as many cooperating schools in the Archdiocese of Chicago considered the handbook an invaluable tool used to facilitate the student's adjustment to the school.

⁶Daly, op. cit., p. 141.

TABLE VI
SCHOOL PRACTICES FOR ORIENTING NEW STUDENTS

Practice	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Handbook	8	100.0	6	75.0	2	50.0	16	80.0
Assemblies	6	75.0	5	62.5	4	100.0	15	75.0
Orientation class	2	25.0	3	37.5	3	75.0	8	40.0
Homeroom	7	87.5	7	87.5	1	25.0	15	75.0
Talks in elementary schools	1	12.5	1	12.5	0	0.0	2	10.0
Guided tour	5	62.5	6	75.0	1	25.0	12	60.0

Assemblies and orientation classes were widespread in the suburban schools, while orientation via homeroom constituted a strong feature in the responding schools of the North and South sections. Twelve principals or 60 per cent of the schools from the combined areas indicated that they provided a guided tour of the school building for incoming students as part of the orientation program. Stack, in a 1958 national study, noted that 43.8 per cent of the respondents reported that they introduced students to the new school surroundings by means of a guided tour.⁷

According to Table VI, talks to pupils in the elementary school were utilized in only 10 per cent of the schools included in the survey. Only one coeducational school in the South section and one medium-sized girls' school

⁷Stack, op. cit., p. 35.

in the North section availed themselves of this practice. Because of the tremendous increase in enrollment, the Catholic high schools, in general, no longer rely on visits to elementary schools for recruits. The problem today is to accommodate the prospective students seeking admission to the high school. In most schools students register two or three years in advance.

Testing Practices. A well-organized, sequential testing program is indispensable to an adequate guidance program, but it alone does not constitute guidance. Tests are simply one of the effective tools, which, used in conjunction with other tools, help to determine the abilities, interests, and achievements of students. Because of their great popularity, tests are now being employed for just about everything, and at times, they are not only overused, but often misused. Single test scores have no definite meaning, but considered cumulatively, they indicate trends in the growth and development of individual students, and applied to groups, they measure group performance that is not easily obtainable by any other means.⁸

A basic testing program designed for the guidance of high school students should include tests of intelligence or mental maturity, aptitude tests, scholastic achievement tests in the various academic fields, interest inventories, and measures of personality. Just as there is no ideal guidance program, so there is no ideal testing program that can be adopted by all schools. Such tests must be chosen that will serve the unique purpose of a particular

⁸ Frank H. Bowles, "The Essence of Guidance," College and University, XXXV (Winter, 1960), 144.

school. Traxler has suggested the following guiding principles in test selection:

1. Secure a statement of the school's objectives and choose (or construct) tests that measure the progress of the pupils toward these objectives.
2. Choose tests that have been shown to be highly reliable.
3. Select tests for which adequate norms are available.
4. When a number of different achievement tests are being given to the same pupils, select tests that are scaled on a common criterion group.
5. Choose tests that can be scored objectively, rapidly, and inexpensively.⁹

According to Willey and Andrew, "the ultimate criterion for determining the value of tests is the effective use of the results."¹⁰ Intelligently used and adequately interpreted, test data can provide an invaluable source of information about individual differences, capacities, and needs of students. The literature in the field shows marked agreement in recognizing the fact that the use of test results is an all-faculty function, and only when it is accepted as such, will teachers, administrators, and students benefit from a comprehensive, systematic testing program.

Table VII shows types of tests that were most frequently used in the schools participating in the study. The intelligence, achievement, and reading tests ranked first as far as frequency was concerned. All schools in the

⁹Arthur E. Traxler, Techniques of Guidance (New York: Harper and Brothers, 1945), p. 155.

¹⁰Roy D. Willey and Dean C. Andrew, Modern Methods and Techniques in Guidance (New York: Harper and Brothers, 1955), p. 164.

TABLE VII
TYPES OF TESTS MOST FREQUENTLY USED
IN THE GUIDANCE PROGRAM

Types of tests	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Intelligence	8	100.0	8	100.0	4	100.0	20	100.0
Achievement	8	100.0	8	100.0	4	100.0	20	100.0
Diagnostic	5	62.5	4	50.0	3	75.0	12	60.0
Reading	8	100.0	8	100.0	4	100.0	20	100.0
Aptitude	7	87.5	7	87.5	3	75.0	17	85.0
Vocational interest	5	62.5	4	50.0	2	50.0	11	55.0
Personality	2	25.0	1	12.5	1	25.0	4	20.0

three geographical areas included the intelligence and the achievement tests as part of their basic testing program. Some schools used the standardized reading tests as part of the regular testing program while others administered them for both survey and diagnostic purposes as required. The 100 per cent response to the use of reading tests indicated that the administrators, guidance directors, and faculty members were cognizant of the fact that many student problems are directly related to reading.

The above finding corresponds with the finding in Hartnett's national study of 1955 which also indicated that the intelligence, achievement, and reading tests were the most frequently used types of tests.¹¹ Daly in a

¹¹Hartnett, op. cit., p. 54.

diocesan study of 1955 recorded the achievement, group intelligence, and aptitude tests as the top three tests,¹² while Stack in a national study of 1958 found that the intelligence, the interest, and the achievement tests were most frequently used by the schools sampled.¹³

It is gratifying to note that according to the statistics in Table VII 85 per cent of the schools in the three geographical areas administered some type of aptitude test. More than one-half of the schools administered a vocational test and a diagnostic test of basic skills. Only 20 per cent of the schools employed a personality test. Hartnett in his survey also reported that 20.3 per cent of the cooperating schools used a personality test.¹⁴ Daly in a more limited study found that 45 per cent of the high schools surveyed, used a personality inventory as an integral part of their program for educational guidance,¹⁵ whereas Stack in a more recent survey noted a response of 3.5 per cent referring to the use of personality tests.¹⁶

The figures reported for the use of the personality inventory seem to indicate that the administrators and counselors were aware of the weaknesses inherent in this type of test which attempts to measure the more intangible characteristics of students. Administrative heads, interviewed in the present survey, felt that personality inventories should be administered by people

¹²Daly, op. cit., pp. 147-149.

¹³Stack, op. cit., p. 67.

¹⁴Hartnett, op. cit., p. 61.

¹⁵Daly, op. cit., p. 150.

¹⁶Stack, op. cit., p. 66.

trained in guidance techniques so as to avoid categorizing pupils on the basis of scores by incompetent or inexperienced faculty members. The four responding schools in the present survey that have indicated the use of personality questionnaires for guidance purposes were large schools utilizing the services of trained counselors.

Under the title of "Other tests" 16 schools or 80 per cent listed some form of pre-college tests, such as the National Merit Scholarship Test, The Illinois Statewide High School Test, or the College Entrance Examination Board Test, specifically designed for juniors and seniors.

Most of the tests in all cooperating schools were administered during the freshman year. Testing occurred with the next greatest frequency at the eleventh grade level. The achievement, reading, and diagnostic tests were administered throughout the four years and were not limited to any particular grade level.

Moral and Religious Guidance. This area of guidance seeks to enrich the minds of students with the treasure of God's revealed truths and to train their wills so that imbued with the spirit of Christ, they would "constantly and consistently think, judge, and act in accordance with right reason illumined by the supernatural light of the teaching and example of Christ."¹⁷

That religion in the Catholic high school is the integrating factor par excellence is well exhibited in the data presented in Table VIII. Moral and religious guidance was carried on universally in varying degrees of emphasis through such media as courses in religion, retreats, and various spiritual

¹⁷Pius XI, op. cit., p. 36.

TABLE VIII
PROVISIONS FOR RELIGIOUS AND MORAL GUIDANCE

Provisions	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Chaplain, Spiritual Director	6	75.0	4	50.0	4	100.0	14	70.0
Religion courses	8	100.0	8	100.0	4	100.0	20	100.0
Spiritual conferences	7	87.5	6	75.0	3	75.0	16	80.0
Retreats	8	100.0	8	100.0	4	100.0	20	100.0
Marriage conferences	7	87.5	5	62.5	3	75.0	15	75.0
Other religious activities	8	100.0	8	100.0	4	100.0	20	100.0

activities including daily Mass, rosary, lectures, formal prayers in class, membership in the Sodality, Cisca, Propagation of Faith, Mission Crusade, and various other Catholic Action Groups. The schools in the suburbs had a slightly higher percentage on the item relating to the provision of a chaplain or a spiritual director. The North section had higher per cents of responses on items, such as spiritual conferences, and talks on Christian marriage. Seventy-five per cent of the schools in the combined areas indicated that marriage conferences had been provided either as a part of the senior class, or a separate class. In all cases, the series of talks on Christian marriage were given by diocesan priests appointed by the chancery office.

Vocal and written comments by administrators in the three geographical areas of the Archdiocese give evidence of the high value placed on moral and

religious training which is the Catholic school's greatest contribution to the guidance program. The following are presented as being the most expressive:

Our program emphasizes the role of religion in the development of a young man, viz., daily religion classes, frequent group prayers, Holy Mass and Holy Communion, and the school retreat. A special feature added in the past few years includes an extensive spiritual counseling program by neighboring parish priests who come regularly to the school to hear confessions and to counsel.

Spiritually our students are aided by the sodality program, the annual retreat, days of recollection, and frequent talks given by Archdiocesan priests of the marriage board in addition to daily classes in Religion.

The chief influence brought to bear in molding the characters and purifying the hearts of its students is religion. Not only is a thorough course of instruction in Christian Doctrine an essential part of the curriculum, but an endeavor is made to create an atmosphere conducive to the cultivation of the virtues.

During the past year, students had the opportunity for individual guidance interviews with ten parish priests who volunteered two hours of their time each week for this purpose.

It is worth noting that the parish priests who do the counseling have had, in most cases, basic theory and practice in counseling spread over a cycle of three courses. Reverend Charles A. Curran, at the invitation of the late Cardinal Stritch, initiated courses in counseling for the clergy at Loyola University. To date, these courses are enticing more and more priests from the Archdiocese.

Health Services. Although health has long been recognized as a major objective of education, the development of an adequate health program within the school has received increased attention in recent years. The purpose of gathering systematic health information in terms of health habits, health attitudes, and health problem is

to assist the student in coping with the problems of his physical development, to help him accept his body as it is, to overcome

remediable deficiencies, and to deal positively with those which are unalterable.¹⁸

The responsibility for this area of guidance may be confined to various members of the school personnel who are responsible for gathering health information about individual students. The administrator must exert leadership in establishing adequate health services by providing the necessary personnel, facilities, and equipment. The teacher's primary responsibility is "to create an emotional climate that will be conducive to effective learning and optimum adjustment."¹⁹ The counselors play key roles in systematically gathering the health data for the purpose of utilizing these in private interviews with students and making them available to the school personnel. Saalfeld suggests that a health-service coordinator be selected

to take care of the supplies and equipment needed for incidental school illness and accidents; to arrange for a school physician; to coordinate work with the school nurse; to make arrangements for routine physical examinations; to serve as the center for referral of students with handicaps and health problems; and generally supervise health education in the school.²⁰

An analysis of Table IX reveals that the health service situation in the schools responding to the questionnaire was not very encouraging. All schools in the survey required a general physical examination of incoming students, but 15 schools or 75 per cent had accepted the report of the family

¹⁸James J. Cribbin, "The Pupil Personnel Program's Essential Services," The Catholic Educational Review, LII (November, 1955), 518.

¹⁹Willey and Andrew, op. cit., p. 141.

²⁰Saalfeld, op. cit., p. 49.

TABLE IX
HEALTH SERVICE PRACTICES

Health service	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<u>Health courses</u>								
First aid	2	25.0	3	37.5	1	25.0	6	30.0
Hygiene	5	62.5	3	37.5	3	75.0	11	55.0
Safety	3	37.5	1	12.5	1	25.0	5	25.0
Home nursing	4	50.0	6	75.0	2	50.0	12	60.0
Informal instruction	5	62.5	4	50.0	1	25.0	10	50.0
Other courses	4	50.0	2	25.0	0	0.0	6	30.0
<u>Physical examinations</u>								
Voluntary								
Required	8	100.0	8	100.0	4	100.0	20	100.0
Acceptance of family physician's report	7	87.5	7	87.5	1	25.0	15	75.0
Nurse service	5	62.5	3	37.5	3	75.0	11	55.0
Part-time physician	1	12.5	1	12.5	3	75.0	5	25.0

physician. Three-fourths of the schools in the suburbs, however, employed a qualified part-time physician to give this examination. Services of a school nurse were available in only 55 per cent of the schools and those of a school doctor in 25 per cent of the schools. The data on health courses indicate a

lack of uniformity in the type of offerings in the area of health education. The schools in the North section and in the suburbs ranked highest in offering courses in hygiene, while the schools in the South section had most extensive offerings in home nursing. Only 25 per cent of the schools in the combined groups provided for courses in safety, and 30 per cent made provisions for classes in first aid. Informal instruction in most schools was regarded as a supplement to the formal health program.

The fact that formal health classes were checked by only a few schools does not imply that no work in health was done in the non-responding schools. It has been found that units on care of the body, rest, exercise, sanitation, preventive disease, and the like, were usually correlated with home economics and science courses. All schools in the survey followed state regulations in regard to physical education classes. In the majority of cases this program was entrusted to qualified lay instructors.

The extent to which a school fulfills its responsibilities to students in matters regarding health depends upon such factors as the size of the student body, the sources of funds, and available medical facilities in the community which may be used as part of the health program.

Remedial Services. In every school system there are students who need help in certain basic skills in which they have become deficient, such as reading, speech, study skills, and for this reason find themselves handicapped in their daily school work. If the school is to meet its obligation of fostering optimum development commensurate with the potentialities and interests of individual students, it must make special provisions for students who need this type of assistance. According to Graham and Engel,

"the degree of successful adjustment and improvement among the students will be in direct proportion to the wisdom with which the program is planned."²¹

It is significant to note that according to Table X, 80 per cent of the responding schools have launched a special class or program for the improvement of reading. All cooperating schools in both the North and South sections have made some provisions for remedial measures in this area of the academic program. One school in the North section that did not provide remedial assistance to slow readers reported that students were asked to attend summer school for this purpose. Two principals from schools in the South section stated that assistance to those who needed help was given after school. Of immediate interest is the fact that all 16 schools reporting remedial reading programs had administered some type of reading test to discover possible areas of reading deficiencies.

In view of the above data, the participating schools in the Archdiocese of Chicago compare favorably in offering remedial reading as a guidance service with the representative schools in two recent national surveys. By means of comparison, Hartnett noted that, while more than one-half of the schools provided for remedial reading, 31.8 per cent of the schools rated this service as being unsatisfactory.²² Stack reported that only 35.6 per

²¹Ray Graham and Anna M. Engel, "Administering the Special Services for Exceptional Children," The Education of Exceptional Children, Forty-Ninth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1950), p. 22.

²²Hartnett, op. cit., p. 36.

TABLE X

PROVISIONS FOR REMEDIAL SERVICES IN ACADEMIC AREAS

Remedial measure	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Reading	6	75.0	6	75.0	4	100.0	16	80.0
Speech	5	62.5	1	12.5	1	25.0	6	30.0
Study skills	1	12.5	0	0.0	1	25.0	2	10.0
Private tutoring	2	25.0	1	12.5	1	25.0	4	20.0
Other remedial services	1	12.5	1	12.5	1	25.0	3	15.0
No response	1	12.5	1	12.5	0	0.0	2	10.0

cent of the schools sampled made some provisions for remedial reading as a guidance measure.²³

Statistics in Table X further reveal that 30 per cent of the participating schools organized remedial classes in the area of speech. About five in eight schools in the North section listed this phase as a remedial measure. Most of these classes, however, were not basically speech correction classes confined to students with speech defects. The latter received incidental help in courses organized for general speech improvement. Remedial services offered by one school in the South section and in the suburbs respectively, were directed to those afflicted with some speech disorder, such as stuttering or cleft-palate.

²³Stack, op. cit., p. 149.

Private tutoring was offered as a remedial measure in 20 per cent of the schools included in the present study. In some instances, individual attention was given to students by subject teachers after school hours, and in other cases, it was done either in the evening or over the week-end as arranged. Some of the principals interviewed, mentioned that, although tutoring was not done on school premises by faculty members, students in need of this assistance were referred to the proper local agencies or to schools offering this service.

Only 10 per cent of the schools considered study skills as a remedial measure. Most of the principals remarked that this phase was well provided for by the subject teachers, the homeroom teachers, or the librarian. In addition to the services mentioned, remedial classes in English and Mathematics were included under the item "other remedial services."

In-service Guidance Training of Faculty Members. New developments and current problems in education make a continuous program of in-service training for teachers imperative. Because of the increasing need for effective student guidance, it is essential for all school systems to provide an extensive and systematic in-service program in this area. The need for this program is greater when teachers shoulder the burden of guiding and counseling students.

An examination of the Table XI reveals that in-service training for the entire faculty was carried out in all the schools sampled. Most of the schools employed a combination of techniques in an effort to attain this goal. Interviews with the administrators, however, revealed a considerable difference between the status and needs of the in-service training program

TABLE XI

TECHNIQUES OF IN-SERVICE TRAINING IN GUIDANCE

Technique	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Faculty meeting	7	87.5	8	100.0	4	100.0	19	95.0
Committee groups	5	62.5	6	75.0	3	75.0	14	70.0
Professional library	6	75.0	7	87.5	4	100.0	17	85.0
Workshops	4	50.0	6	75.0	3	75.0	13	65.0
Films	5	62.5	5	62.5	1	25.0	11	55.0
Publications	5	62.5	5	62.5	2	50.0	12	60.0
Other techniques	3	37.5	0	0.0	1	25.0	4	20.0

from one school to another. Efficient programs have been operating in several schools for some time, others were well under way, while some were just starting. Many of the administrative officers commented that there was a definite need to strengthen this program in their schools

It is readily apparent from the above Table that faculty meetings for guidance purposes were held in all responding schools with the exception of one school in the North section which had a highly centralized type of guidance program. Sixty-five per cent of the schools reported participation in guidance workshops, and, according to some principals, found this group experience highly rewarding. More than one-half of the schools provided films and publications for the purpose of stimulating professional growth in guidance activities. Only one in five schools listed other techniques, such

as diocesan and community institutes, formal courses in guidance, lectures, and follow-up studies of graduates and drop-outs.

Affiliation with Professional Organizations. Members of the guidance personnel become truly professional when they affiliate themselves with organizations on the local, state, or national levels that aim at attaining goals which could not be achieved by individuals alone. Membership, especially in the local groups, can be very profitable. Scheduled meetings provide opportunities for both the qualified and the less trained guidance workers to convene, to exchange ideas, and to benefit from one another as well as from professional speakers.

The findings in Table XII indicate that those who were responsible for high school guidance were not highly professionalized as a group. Although all schools belonged to the National Catholic Education Association only 20 per cent were members of the American Personnel and Guidance Association. Other professional affiliations showed even lower percentages. The findings in this study, however, are slightly higher than those reported by Cottle and Watson in their survey in which 59 per cent of the respondents from Catholic high schools indicated membership in the National Catholic Education Association and only 16 per cent reported affiliation with the American Personnel and Guidance Association.²⁴ The statistics indicate the failure among Catholic counselors to take advantage of professional organizations that would help them to keep abreast of current developments in the field of guidance.

²⁴W. C. Cottle and E. P. Watson, "The Professional Preparation of Catholic Counselors," The Catholic Counselor, II (Spring, 1958), 83.

TABLE XII
AFFILIATION WITH PROFESSIONAL ORGANIZATIONS

Professional organizations	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
National Catholic Education Association	8	100.0	8	100.0	4	100.0	20	100.0
American Personnel and Guidance Association	2	25.0	1	12.5	1	25.0	4	20.0
National Vocational Guidance Association	2	25.0	0	0.0	0	0.0	2	10.0
American Psychological Association	0	0.0	1	12.5	0	0.0	1	5.0
American Catholic Psychological Association	0	0.0	1	12.5	2	50.0	3	15.0
State or local organizations	2	25.0	1	12.5	0	0.0	3	15.0
Others related to guidance	3	37.5	3	37.5	0	0.0	6	30.0

Comments and Suggestions for Improvement or Extension of the Guidance Program. A variety of opinion was expressed by the administrators to the question referring to the phases of guidance that needed improvement or

extension. The statements that follow are typical responses given by administrators of the high schools in the North section of the Archdiocese:

Time limitation is our greatest difficulty. We need more time devoted exclusively to individual and group guidance. We also need a counselor freed from other responsibilities to coordinate guidance activities.

Our guidance program is in its initial stage. We do not want to make the impression that the areas checked above are in perfect running order. They are all newly organized. Our guidance project for the coming year is the inauguration of a remedial reading program.

The physical set-up for guidance in our school is adequate, but the guidance personnel is too limited to reach all students. There is need for extension in the following areas: (1) more personal counseling, (2) improved selection of gifted for Honors Program, (3) faculty involvement in guidance services, (4) more and better use of test results.

We need both improvement and extension in highly skilled areas which demand extra special training, such as the psychological areas.

Our guidance program needs much improvement in the way of trained faculty members to handle group guidance effectively, more time, and more equipment.

A note of deep concern in improving or extending inadequate areas of the guidance program is evident in the responses made by the principals representing schools in the South section:

Catholic schools should be impressed with the absolute need of the following: (1) clerical help in guidance, (2) necessity of preserving a few vacant rooms for setting up special classes, (3) expert training of specialized teachers to handle slow learners and the retarded readers, (4) need for provincials and superintendents to back up local principals in setting up and maintaining well organized guidance programs.

Our homeroom guidance is very effective, but, of course, that is always group guidance. As far as further education or fitness for a job is concerned, the students can, and most of them do, get sufficient guidance. As far as individual personal problems are concerned, not much time is devoted to help the students. There is a definite need to establish a special time and place for individual guidance.

Vocational guidance is inadequate in our school. The staff should be made more conscious of the new trend toward a definite and organized guidance program.

Our counseling program is inadequate because we lack a trained full-time or part-time counselor, and an adequate in-service program for the school personnel.

Although the chaplain and homeroom teachers have given their time most generously to help the girls who wanted help, we feel that personal or "private" counseling needs improvement and extension. We plan to have a full-time counselor beginning with February. Should you care to contact me in June, I'll let you know how successful our experiment with a full-time counselor really is.

Brief but significant statements in regard to the improvement or extension of the guidance services were given by the principals of the suburban schools:

We are still in the embryonic stage, but rapid strides have been made. There is a growing interest among the faculty members and students. However, we do need people who qualify for guidance work.

Teachers need more time and room for individual conferences. Follow-up studies would prove beneficial to both the school in reconstructing the curriculum and to the graduates themselves.

There is a great need to set up a group guidance class apart from the religion class. Too many teachers believe that moral guidance includes all other aspects of guidance.

We plan to take a greater advantage of the community resources in the development of our guidance program.

We feel that there is a definite need for more frequent and better organized teacher-parent conferences. We hope to make these an integral part of the guidance program.

RESPONSES TO THE COUNSELOR QUESTIONNAIRE.

The counseling service of the secondary school is considered the core of the guidance program. It is primarily through this process that the individual student is assisted to gain an understanding of self which will aid

him in making plans, choices, and adjustments consonant with individual aptitudes, interests, attitudes, and limitations. Curran clarifies this concept when he states:

Counseling is, therefore, a definite relationship where through the counselor's sensitive understanding and skillful responses, a person objectively surveys the past and present factors which enter into his personal confusions and conflicts and at the same time, reorganizes his emotional reactions so that he not only chooses better ways to reach his reasonable goals, but has sufficient confidence, courage, and moderation to act on these choices.²⁵

Professional Training and Background of Counselors. The school staff member who is charged with the task of counseling students should be a trained and qualified person possessing technical preparation, educational experience, desirable personal characteristics and attitudes which will inspire confidence and establish rapport readily. Cribbin, in discussing the training of counselors, cautions the counselor worker to make every effort to meet the certification requirements of his state.²⁶ A qualified school counselor in the State of Illinois must be certified as a teacher with a minimum of one year successful teaching experience. In addition, 18 semester hours of credit in the field of guidance, at least 12 of which are at the graduate level, are required. Some wage earning work experience outside the classroom is also desirable.²⁷

²⁵Charles A. Curran, Counseling in Catholic Life and Education (New York: The Macmillan Company, 1952), p. 1.

²⁶James J. Cribbin, "Counselor Training Program in Catholic Universities," The Catholic Counselor, I (Autumn, 1956), 12.

²⁷Royce E. Brewster, Guidance Workers Certification Requirements, Bulletin No. 14 (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1960), pp. 17-18.

In an effort to obtain information concerning the professional training and general background of the 21 counselors participating in the study, each individual was asked to check the specific courses he or she had taken in preparation for this type of guidance and counseling work. Table XIII presents a summary of their replies. It is rather interesting to note that 80.9 per cent of the counselors have had an introductory course in guidance and slightly more than half had taken a course in counseling techniques. These two courses are the foundational courses in a counselor's training program and are included as two major areas in the state certification requirements. More than three-fourths of the counselors in the present study have had a course in adolescent psychology, but only one-third have had courses in group guidance, personality problems, mental health, and occupational information. This percentage is considerably low when one considers the need for knowledge in these areas to carry out group guidance and individual counseling effectively. A course in tests and measurements would seem to be indispensable for those who would ordinarily assume the responsibility of interpreting test results, but only 57.1 per cent of the counselors checked this item.

On almost all items included in Table XIII the counselors from the North section showed a slightly higher percentage than did the counselors from the South section and the suburbs. The only significant deviation is the 100 per cent response given by the respondents from the South section to the item referring to "Principles of Guidance."

Responses to the question asking for the number of credit hours in guidance courses revealed the fact that 12 counselors did not meet the state certification requirements. Of this group, seven counselors had taken courses

TABLE XIII

PROFESSIONAL TRAINING AND BACKGROUND OF COUNSELORS

Area	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Principles of guidance	5	83.3	5	100.0	7	70.0	17	80.9
Counseling techniques	5	83.3	3	60.0	3	30.0	11	52.3
Organization and administration of guidance	5	83.3	2	40.0	5	50.0	12	57.1
Occupational and group guidance	3	50.0	1	20.0	3	30.0	7	33.3
Mental health and personality problems	3	50.0	2	40.0	2	20.0	7	33.3
Adolescent psychology	6	100.0	3	60.0	7	70.0	16	76.1
Elementary statistics	4	66.6	3	60.0	2	20.0	9	42.8
Advanced statistics	2	33.3	1	20.0	1	10.0	4	19.0
Tests and measurements	5	83.3	4	80.0	3	30.0	12	57.1
Sociology	4	66.6	3	60.0	5	50.0	12	57.1
Seminar on guidance	4	66.6	2	40.0	6	60.0	12	57.1

Total number of responding counselors, 21

yielding 2 to 6 credit hours; three had had 8 to 12 hours; and two counselors had 10 to 15 hours in the field. It was gratifying to find that six participants had reported 18 to 24 semester hours in guidance and

counseling courses, while three counselors designated 45, 70, and 72 hours each. The two highly specialized counselors with 70 and 72 semester hours to their credit were employed by schools in the North section, while the one with 45 hours rendered his services to a suburban school. Four of the six counselors who had 18 to 24 credits in guidance and counseling offered their assistance to schools in the South section. The relative proportion of counselors with special training, as noted above, is small, and this situation presents a challenge to the Catholic High Schools in the Archdiocese of Chicago. Most of these counselors are conscientious and capable, but they lack specialized technical training to meet the need for competent counseling in this day and age.

The responses to the question referring to the number of years of teaching experience indicate that four persons were entrusted with guidance and counseling duties prior to having had at least five years experience in the teaching field. Six or 28.6 per cent have had 5 to 9 years experience; one-third from 10 to 19 years; and four had 20 years or more experience. All counselors had met the minimum state standard of one year of successful experience as a teacher.

Table XIV presents a summary of degrees held by the 21 counselors responding to the questionnaire. Eighteen or 85.7 per cent of the counselors held a bachelor's degree; thirteen of these held a bachelor of arts; and five the bachelor of science. Almost one-half of the counselors held a master's degree; two--a master's degree in Education, and eight in some other subject field. Only two counselors acquired the doctor's degree--one, the doctor of

TABLE XIV
DEGREES HELD BY COUNSELORS

Degrees	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A.B. - B.S.	6	100.0	4	80.0	8	80.0	18	85.7
A.M.	3	50.0	3	60.0	2	20.0	8	38.1
M.Ed.	1	16.7	1	20.0	0	0.0	2	9.5
Ph.D.	1	16.7	0	0.0	0	0.0	1	4.8
Ed.D.	1	16.7	0	0.0	0	0.0	1	4.8
No response	0	0.0	1	20.0	2	20.0	3	14.3

Total number of responding counselors, 21

philosophy, and the other, the doctor of education. Three did not respond to this question. It is assumed that they are working toward the required degree.

Most of the counselors who were interviewed manifested a great concern regarding their professional training. Working closely with young people, they felt keenly the need for competence. Some of the respondents commented that, in addition to formal professional training, informal learning experiences have been invaluable.

Techniques Used in the Analysis of the Individual. It is generally maintained that work with individual students is the crux of the counseling function. To understand a student effectively, a counselor must know something about the individual's needs, interests, capacities, and special abilities. The individual inventory is one of the most essential tools in providing the

counselors with accurate, comprehensive, and cumulative data about students. The common techniques of appraisal found in the individual inventory process at the secondary school level are (1) the cumulative record, (2) the testing program, (3) autobiographies, (4) case studies, (5) anecdotal records, (6) rating scales, (7) sociometry, (8) personal and health data, and (9) the academic record. "Each technique makes a unique contribution to the study of the individual, one supplementing the other."²⁸

The cumulative record or folder is a depository of all the pertinent information about the individual collected over a period of time from various sources. It represents the school's best efforts to give a composite picture of each student thus facilitating the interpretation, coordination, and synthesis of the accumulated data. A cumulative record is useful to the extent that it helps the school to plan a program which will meet the dynamic needs of the individual students.²⁹

The anecdotal record is simply a written record of an incident believed by the observer to be significant with regard to the behavior of an individual student. A collection of anecdotes recorded by different teachers at different times may show a pattern of social relationships and attitudes indicative of the student's characteristic traits and changes of behavior. When combined with other data, these records yield an insight into the student's personality

²⁸ Ruth Strang, Counseling Technics in College and Secondary School (New York: Harper and Brothers Publishers, 1937), p. 8.

²⁹ Henry B. McDaniel and G. A. Shaftel, Guidance in the Modern Secondary School (New York: The Dryden Press, 1956), p. 371.

not available from other sources. As noted by Kelly, their value is dependent upon the adequacy of the original observation, the accuracy of the written account, and the teacher's understanding and appreciation of the purposes which the records are to serve.³⁰

Autobiographies are frequently used as devices for obtaining the "inside-self" information about a student.³¹ They reveal feelings and attitudes of individuals toward their experiences thereby supplementing information gathered by means of tests, observations, and personal interviews. The fact that autobiographies can be obtained in groups at a minimum expenditure of the personnel worker's time is another point in its favor.³²

Rating scales, like anecdotal records, are devices used for recording and summarizing observations of student behavior. In using a rating scale, the personnel worker checks his general estimate of the student's relative strengths and weaknesses with regard to the attitudes, personality, or behavior characteristics enumerated on the scale.³³ The reliability of rating increases if the judgment of several persons about the same individual is combined, otherwise there is danger of the "halo effect" demonstrated by rating

³⁰William A. Kelly, Educational Psychology (Milwaukee: The Bruce Publishing Company, 1956), p. 447.

³¹McDaniel, op. cit., p. 250

³²Strang, op. cit., p. 113.

³³Jane Warters, Techniques of Counseling (New York: McGraw-Hill Book Company, Inc., 1954), p. 113.

a person as being rather good or bad in a general way, and permitting this general, vague impression to color personal judgment of characteristic qualities.

From the point of view of research, a case study entails intensive investigation of all the factors in a person's life history. It includes relative data concerning the developmental background of the individual; the environmental conditions which help or hinder adequate adjustment; a record of strong and weak points of character; health interest, plans for the future, and problems of the individual. Such a synthesis of appraisal data is an invaluable aid to the counselor, especially in identifying and diagnosing causal factors of undesirable behavior and in applying remedial or developmental treatment as the situation may warrant it.

Sociometric techniques, such as the sociogram, attempt to ascertain the extent of choice and rejection among individuals making up a group. These devices facilitate the appraisal of the individual's social status in a group of his peers by revealing factors determining social prestige, social aspirations, patterns of friendship as well as the kind of intensity of the interactions of the whole group and the individuals comprising the group.

The interview is the counselor's basic technique in understanding the pupil and helping the pupil understand himself. It serves as a frame of reference through which other techniques concerned with gathering information about individuals enter into the picture. The sheer collection of data will be of little value unless it is clarified, synthesized, interpreted, and discussed in a series of interviews with the individual concerned.

The student's academic record, health and personal data, and a record of achievement on the various tests administered by the school, also make a noteworthy contribution to the study of the individual. Health data pertaining to such items as vision, hearing, speech, and other physical handicaps and emotional disorders form the basis for effective counseling by providing valuable clues to maladjusted behavior and adjustment problems. The personal data blank, in supplying factual information about the student's home background and environment, provides the counselor with a pattern of growth and development about the individual's health, interest, educational and vocational plans, work experience, leisure time activities, and plans for the future. The academic record includes the teachers' grades and achievement test scores. This information is valuable to the counselor, especially if there is a wide discrepancy between the subject grade and the test score.

The data depicted in Table XV reveal that the interview is the most popular technique used in analysis of the individual. All respondents in the North and South sections reported the use of this method while 80 per cent of the counselors in the suburbs checked this item. Twenty-three or 88.5 per cent of those participating in the study considered the cumulative record or folder the basic element in the individual inventory. This technique was utilized by all counselors in the South section, nine out of ten schools in the suburban area, and by 75 per cent of the respondents in the North section. In descending order of frequency, the use of standardized tests for counseling purposes were the intelligence tests, achievement tests, reading tests, aptitude, vocational interest, and personality inventories. It is interesting to note, however, that in comparing this data with the data recorded in Table VII,

TABLE XV

TECHNIQUES USED IN THE ANALYSIS OF THE INDIVIDUAL

Techniques	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Cumulative record	6	75.0	8	100.0	9	90.0	23	88.5
Academic record	8	100.0	7	87.5	7	70.0	22	84.6
Health data	8	100.0	7	87.5	7	70.0	22	84.6
Personal data	6	75.0	6	75.0	7	70.0	19	73.1
Interviews	8	100.0	8	100.0	8	80.0	24	92.3
Autobiography	3	37.5	5	62.5	2	20.0	10	38.5
Anecdotal record	3	37.5	2	25.0	0	0.0	5	19.2
Sociometry	1	12.5	0	0.0	1	10.0	2	7.7
Case studies	1	12.5	0	0.0	1	10.0	2	7.7
Rating scales	5	62.5	3	37.5	1	10.0	9	34.6
Intelligence test	8	100.0	8	100.0	7	70.0	23	88.5
Achievement test	8	100.0	8	100.0	7	70.0	23	88.5
Aptitude test	6	75.0	5	62.5	6	60.0	17	65.4
Vocational interest test	5	62.5	4	50.0	5	50.0	14	53.8
Personality inventory	2	25.0	1	12.5	4	40.0	7	26.9
Reading test	8	100.0	7	87.5	5	50.0	20	77.0

Total number of respondents, 26

page 57, all schools in the suburbs administered the intelligence and achievement tests, but only 70 per cent of the counselors used these tests in analyzing the individual.

The percentage of respondents using the academic record and health data varied from 100 per cent in the North section to approximately 70 per cent in the suburban schools. Autobiographies and rating scales were reported by slightly more than one-third of the counselors, while anecdotal records, sociometric devices, and case studies were the least used techniques in an effort to understand the individual. The faculty members and other guidance personnel would apparently benefit by some in-service training in regard to the use of anecdotal records, case studies, and sociometric devices.

In addition to asking what techniques and tools were utilized in analysis of the individual, the participating group was also asked to indicate several techniques which were most helpful. The interview was reported by 80.8 per cent of the counselors as being the most frequently used as well as the most helpful device. In the area of testing, the intelligence and the achievement tests were found most helpful. There seems to be a slight inconsistency between some techniques most frequently used and those considered to be most helpful as in the case of the reading test, health data, and the vocational interest test. A relatively large percentage of counselors used these techniques rather extensively in analyzing the individual, but a relatively small percentage (15 per cent or less) designated these tools as being most helpful. The anecdotal record, sociometry and rating scales were not even considered by the respondents as being helpful.

One measure of a counselor's competency is his ability to refer individuals with complex problems that are beyond his scope and training to the proper resource consultants and agencies found within the school or the immediate community. The counselors were asked to indicate the kind of referral agencies which were available in the school or in the community for assistance with specialized problems. Table XVI presents the nature and extent of such services. More than two-thirds of the cooperating group reported that there was an attendance officer available for immediate referral. It is encouraging

TABLE XVI

CONSULTANTS AND AGENCIES AVAILABLE FOR STUDENT REFERRAL

Consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Physician	5	62.5	3	37.5	6	60.0	14	53.8
Nurse	5	62.5	3	37.5	5	50.0	13	50.0
Dentist	2	25.0	3	37.5	5	50.0	10	38.5
Psychiatrist	5	62.5	1	12.5	5	50.0	11	42.3
Attendance officer	7	87.5	7	87.5	4	40.0	18	69.2
Psychologist	2	25.0	1	12.5	5	50.0	8	30.8
Social worker	3	37.5	1	12.5	1	10.0	5	19.2
Employment agency	5	62.5	5	62.5	5	50.0	15	57.7
Other agencies	5	62.5	2	25.0	1	10.0	8	30.8

Total number of respondents, 26

to note that slightly more than half of the schools in the combined areas provided an employment service or had one available in the community. The services of a physician were considered essential by 53.8 per cent of the respondents, and those of a nurse by 50 per cent. Eleven or 42.3 per cent of the respondents reported access to psychiatric services, with the schools in the North section leading in offering this type of assistance. One-half of the counselors in the suburban schools utilized the services of the psychologists. The service found least frequently was that of the social worker.

In contrast to the above data, Hartnett's study reveals that the Catholic high schools surveyed exhibited deficiencies in making use of external persons or agencies. The highest percentage recorded on any item was only 36.5 per cent.³⁴ Under the title "other agencies" in Table XVI were included welfare agencies, the Catholic Charities, and counseling centers at local universities.

Provisions Made for Individual Counseling. One of the problems facing the administrators in Catholic high schools at present is the lack of physical facilities for adequate counseling and other guidance activities. Although ideal physical resources do not always guarantee a superior program, inadequate facilities tend to jeopardize, in one way or another, the prospects of a high quality program.³⁵

It was gratifying to see the effort that the principals in the surveyed schools have made to provide sufficient space, a desirable atmosphere, and the

³⁴Hartnett, op. cit., p. 27.

³⁵Glenn G. McRae and Robert O. Stripling, "Physical Facilities for Guidance and Pupil Personnel Services in the Small Secondary School," The High School Journal, XL (May, 1957), 307.

necessary privacy conducive to successful counseling of the individual student. Twenty-one of the respondents or 80.8 per cent indicated a private office or room for individual counseling. It would seem that schools in the suburbs manifested superiority with regard to ideal physical facilities for private interviews. Most of the schools in this area are newly constructed plants, and, as such, enjoy the convenience of adequate guidance facilities.

The principal's office and the classroom, each with 50 per cent frequency of mention in the combined areas, were used for counseling, but in the opinion of the counselors, these facilities did not afford them the privacy desired. Seven schools used a combination of all three facilities. In most instances individual counseling was done in a private room or in the principal's office, and group guidance was conducted in the classroom. Four schools, two in the North section and two in the South section, reported that no special room had been set aside for guidance purposes. Private interviews, however, were carried on in the homeroom after school hours or during the noon period. On several occasions, the guest room or a secluded corner of the auditorium have been utilized for counseling purposes. In the opinion of some administrators, the relationship between the counselor and the counselee is more important than the nature of the surroundings.

As shown in Table XVII, a number of procedures were followed in scheduling interviews with individual students. Pupil-initiated consultations were recorded by 76.9 per cent of the counselors in the combined areas. This is, according to Sister Mary Xavier, the most effective type of contact because it is believed that a student who asks for assistance manifests not only a desire

TABLE XVII
PROVISIONS MADE FOR INDIVIDUAL COUNSELING

Physical facilities for counseling	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Private office	6	75.0	6	75.0	9	90.0	21	80.8
Classroom	3	37.5	8	100.0	2	20.0	13	50.0
Principal's office	4	50.0	7	87.5	2	20.0	13	50.0
Interviews scheduled by means of:								
Routine	3	37.5	2	25.0	7	70.0	12	46.3
Referral by teachers	8	100.0	4	50.0	2	20.0	14	53.8
Referral by principal	6	75.0	3	37.5	5	50.0	14	53.8
Request of student	7	87.5	6	75.0	7	70.0	20	76.9
Parent request	5	62.5	1	12.5	2	20.0	8	30.8

Total number of respondents, 26

to solve his own personal problems, but also confidence in the one to whom he present himself.³⁶

Fourteen counselors or 53.8 per cent scheduled interviews on the basis of teacher and principal referral of students. Twelve or 46.3 per cent of the respondents arranged for regularly scheduled interviews with the majority of the counselors in the suburban schools following this policy. All schools

³⁶Sister Mary Xavier, O.S.U., "Fostering Security of Youth through Guidance Programs," The Catholic Educational Review, LVIII (January, 1960), 42.

were inclined to use a combination of two or three practices in the scheduling of private interviews.

More than half of the counselors thought that there were factors in the school situation that limited the effectiveness of the counseling program. A heavy teaching load, too many counselees, and extra-class responsibilities were the main reasons for not contacting the desired number of students. These factors tend to inhibit the optimum effectiveness of the current guidance programs in our Archdiocesan high schools.

Procedures in Providing Educational and Occupational Information. An essential part of the guidance program is to make available accurate and current information about educational and occupational opportunities and requirements in order that the student may make wise decisions and future plans. Because the collecting of educational and occupational material is merely a means to an end, special emphasis must be placed on skillful dissemination of such information.

It is evident from the data in Table XVIII that educational information was provided through a variety of techniques. A high priority was given to the use of college catalogues in order to acquaint students with the possible educational opportunities beyond high school. Current information regarding scholarships was maintained by all counselors in the cooperating schools located in the North and South sections and by 70 per cent of those in the suburban schools. In some schools scholarship news was posted on the bulletin board especially designated for this purpose, and in others, a special place in the library, homeroom, or the counselor's room was reserved for publicizing

TABLE XVIII
PROVISIONS FOR EDUCATIONAL INFORMATION

Provision	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Catalogues	8	100.0	8	100.0	8	80.0	24	92.3
Scholarships	8	100.0	8	100.0	7	70.0	23	88.5
College Day	5	62.5	5	62.5	8	80.0	18	69.2
Assembly	3	37.5	5	62.5	7	70.0	15	57.7
College representatives	5	62.5	8	100.0	8	80.0	21	80.8
Posters	8	100.0	7	87.5	7	70.0	22	84.6
Other practices	6	75.0	5	62.5	3	30.0	14	53.8

Total number of respondents, 26

this information. A number of counselors reported that above-average students were contacted personally and encouraged to apply for scholarship awards.

While more than two-thirds of the participants reported that a special College Day conference was scheduled at least once a year, four-fifths indicated that college representatives were invited to address the student body, and in most cases, the parents on future educational planning. An examination of the College-Career Day programs revealed the trend of scheduling conferences for the evening hours or Sunday afternoon enabling both students and parents to attend the conferences. Another emerging trend was the arrangement of small group gatherings with college representatives on the classroom level. Both practices have been met with enthusiastic approval.

Assemblies for educational guidance were used with greatest frequency by the schools in the suburbs and with the lowest frequency by the schools in the North section. Under the classification of "other practices" were included such items as slides, filmstrips, T.V. programs, handbooks, and other material.

Information on common, concrete occupational practices is summarized in Table XIX. Schools in the North section excelled in the use of such techniques as the occupational information file, audio-visual aids, assemblies, occupational units, and visits to business firms. Schools in the South section showed superiority in providing individual counseling, lectures, and guest speakers. Career day seemed to be the most popular medium for disseminating facts regarding the workaday world in the suburban schools. It is evident from a cursory glance at the grand totals that more than three-fourths of the schools provided occupational information by maintaining a file of unbound and bound current occupational material. This is approximately 20 per cent more than indicated in Stack's study where 56.1 per cent of the cooperating Catholic high school representatives checked this item.³⁷

Least emphasis seemed to be placed on the use of occupational units and visits to business firms. The percentage of the total responses (38.5 per cent) regarding the utilization of occupational units in the various classrooms is significantly lower than the total percentage (88.9 per cent) for this category cited in Hartnett's study.³⁸ Again the percentage (30.8 per cent) of those reporting "visits to business firms" in the present study is

³⁷Stack, op. cit., p. 165.

³⁸Hartnett, op. cit., p. 21.

TABLE XIX
PROVISIONS FOR OCCUPATIONAL INFORMATION

Provisions	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Occupational file	7	87.5	6	75.0	7	70.0	20	77.0
Vocational posters	7	87.5	7	87.5	6	60.0	20	77.0
Audio-visual aids	6	75.0	5	62.5	7	70.0	18	69.2
Assemblies	6	75.0	4	50.0	3	30.0	13	50.0
Occupational units	5	62.5	2	25.0	3	30.0	10	38.5
Visits to business firms	4	50.0	2	25.0	2	20.0	8	30.8
Career day	5	62.5	6	75.0	8	80.0	19	73.1
Individual counseling	7	87.5	8	100.0	5	50.0	20	77.0
Guest speakers	6	75.0	8	100.0	6	60.0	20	77.0
Lectures	4	50.0	6	75.0	3	30.0	13	50.0
Other practices	0	0.0	2	25.0	0	0.0	2	7.7

Total number of respondents, 26

lower than the percentage reported by Daly who indicated that 77.5 per cent of the principals interviewed found visits to places of employment very beneficial in acquainting students with the world of work.³⁹ Nineteen or 73.1 per cent of the respondents in the present study conducted a "career day" or, as

³⁹Daly, op. cit., p. 125.

some called it, a "career night" to which students and their parents were invited. This figure compares favorably with Hartnett's study which indicated 32.9 per cent for this item,⁴⁰ and Stack's study which noted that only 49.2 per cent of the cooperating high schools had career days as part of occupational guidance.⁴¹

In most schools visited, posters, charts, and timely bulletins were seen in conspicuous places throughout the building drawing students' attention to the available information concerning educational and occupational opportunities. All schools had educational and vocational information available in varying degrees, but in most cases, it was reserved for the upper classmen. A comparison of the statistics in Table XVIII and Table XIX shows that, in general, the cooperating schools have made greater provisions for educational than occupational information. There is need for incorporating the occupational and vocational phase of guidance into the curriculum.

Information Gained through Follow-Up Studies. A follow-up study of both graduates and drop-outs serves as a valuable technique for appraising the effectiveness of the school services and curriculum offerings. In the light of the information received, modification, revision, or expansion of the overall program of the institution can be made. In answer to the question regarding the use of information gained through follow-up studies, 19 respondents indicated that the results though very limited, had been used to evaluate guidance services, while 16 believed that the follow-up practice had made some

⁴⁰Hartnett, op. cit., p. 21.

⁴¹Stack, op. cit., p. 166.

contribution to curriculum revision. As far as assisting school leavers was concerned, no evidence of any action along this line was reported.

Extent to Which Factors Affect the Guidance Services. The data appearing in this section represent responses of counselors relative to the provisions that were made in their schools for facilitating the guidance services. Using a three-point rating scale, the respondents were asked to indicate whether the factors listed, affected the guidance program to a satisfactory degree, to a limited degree, or if the practice was nonexistent in their local situation.

A study of Table XX reveals that all the schools in the suburbs rated room facilities for private counseling and group guidance as being highly satisfactory. This is in agreement with the statistics recorded in Table XVII, page 87, which indicates that 90 per cent of the counselors in the suburban schools used a private room for interviews and the other 10 per cent had either a classroom or the principal's office at their disposal. Seventy-five per cent of the schools in the North section and 62.5 per cent of those in the South section gave themselves a satisfactory rating also. Although all schools provided some time for guidance purposes, the responses in the three categories indicate that this was done in most cases to a limited degree. The lack of sufficient time for guidance purposes appears to be one of the most inhibitive factors in the Archdiocesan guidance programs.

Four-fifths of the counselors in the suburbs and three-fourths of those in the North section considered their testing programs to be satisfactory, while five-eighths of the participants in the South section reported limited effectiveness in this area. Sixty per cent of the counselors in the suburban schools reported a satisfactory rating in the area of clerical aid--a figure

TABLE XX

PERCENTAGE OF RESPONSES ACCORDING TO THE EXTENT TO WHICH PROVISIONS
WERE MADE TO FACILITATE GUIDANCE SERVICES

Provisions	Satisfactory			Limited			Not at all		
	North	South	Suburbs	North	South	Suburbs	North	South	Suburbs
Room facilities	75.0	62.5	100.0	25.0	37.5	0.0	0.0	0.0	0.0
Time allotment	37.5	25.0	40.0	62.5	75.0	60.0	0.0	0.0	0.0
Testing program	75.0	37.5	80.0	25.0	62.5	20.0	0.0	0.0	0.0
Library service	50.0	62.5	10.0	25.0	25.0	90.0	25.0	12.5	0.0
Clerical help	37.5	25.0	60.0	62.5	75.0	40.0	0.0	0.0	0.0
Use of community resources	12.5	12.5	0.0	62.5	50.0	100.0	25.0	37.5	0.0
Part-time employment	12.5	25.0	30.0	75.0	62.5	70.0	12.5	12.5	0.0
Job-placement	62.5	62.5	0.0	37.5	25.0	90.0	0.0	12.5	10.0
Employment for drop-outs	0.0	0.0	0.0	25.0	25.0	80.0	75.0	75.0	20.0
Follow-up of:									
Graduates attending college	12.5	0.0	50.0	87.5	62.5	10.0	0.0	37.5	40.0
Employed graduates	0.0	0.0	50.0	50.0	62.5	10.0	50.0	37.5	40.0
Drop-outs	0.0	0.0	0.0	12.5	12.5	50.0	87.5	87.5	50.0

Total number of respondents, 26

considerably above the schools in the other two sections. There was a marked similarity of responses on the item of part-time employment with most of the schools in all areas rating this service as being very limited.

Slightly less than two-thirds of the respondents in the North and South sections believed job-placement to be offered in a satisfactory degree, while 90 per cent of the counselors in the suburban area gave a limited rating on this service. Employments for drop-outs appeared to be the most neglected of all services rendered by the cooperating schools. No single group gave this service a satisfactory rating. As can be seen from the percentages in Table XX, most of the schools in the North and South sections indicated that they had no organized provisions for systematic follow-up and employment for drop-outs.

The administrative officers, who were conferred with personally, stated that much incidental follow-up of graduates was carried on, but most of them did not feel that they had a well-planned procedure to constitute a concrete follow-up program.

A few principals stated that placement opportunities and facts relative to them were classified and kept in a file for convenient use. Students were usually informed of available jobs through a placement counselor. One Catholic high school administrator commented that the school had so many requests from employers for various types of work that they didn't have to solicit for jobs for their students.

It is obvious from the data in Table XXI that such specific features as room facilities and the testing program were considered most satisfactory aids for facilitating guidance activities in the three areas of the Archdiocese.

TABLE XXI

TOTAL NUMBER AND PERCENTAGE OF RESPONSES ACCORDING
TO THE EXTENT TO WHICH PROVISIONS WERE MADE
TO FACILITATE GUIDANCE SERVICES

Provision	Satisfactory		Limited		Not at all	
	No.	Per cent	No.	Per cent	No.	Per cent
Room facilities	21	80.8	5	19.2	0	0.0
Time allotment	9	34.6	17	65.4	0	0.0
Testing program	17	65.4	9	34.6	0	0.0
Library service	10	38.5	13	50.0	3	11.5
Clerical help	11	42.3	15	57.7	0	0.0
Use of community resources	2	7.7	19	73.1	5	19.2
Part-time employment	6	23.1	18	69.2	2	7.7
Job-placement	10	38.5	14	53.8	2	7.7
Employment for drop-outs	0	0.0	12	46.2	14	53.8
<u>Follow-up of:</u>						
Graduates attending college	6	23.1	13	50.0	7	26.9
Employed graduates	5	19.2	10	38.5	11	42.3
Drop-outs	0	0.0	7	26.9	19	73.1

Total number of respondents, 26

According to Custer's study, these two items were also the most frequently provided aids to the guidance function in the Archdiocesan High Schools of St. Louis.⁴² Somewhat limited provisions, as indicated by the responses in Table XXI, were the use of community resources, sufficient time allotment for group guidance and individual counseling, clerical help, and part-time employment. Provisions for job-placement, library service, and follow-up of graduates and drop-outs were also inadequately supplied.

More than half of the respondents reported that provision for employment for drop-outs was not available, and 42.3 per cent considered follow-up of employed graduates a service not rendered at all.

The least satisfactorily supplied aid in the present survey was follow-up of drop-outs in contrast to Custer's study where clerical help was weighted most heavily on the negative response side.⁴³ Almost three-fourths of those participating in the present study indicated that no follow-up of drop-outs was made in their schools.

Comments on Significant Changes Regarding Guidance Services. In response to the question regarding the most significant changes that have been made in the organization and administration of the guidance services in the past five years, counselors and guidance directors offered the following representative comments:

The beginning of cumulative records has probably been the most significant change in our school guidance program. Opportunities for personal interview with the school chaplain have been of great benefit.

⁴²Custer, op. cit., p. 100.

⁴³Ibid.

The setting up of a central guidance office where boys may come with any difficulties or problems, has been a concrete contribution toward the improvement of guidance services within our school. The guidance office makes available help for part-time employment, published scholarship opportunities, and information regarding college education.

From a rather indefinite homeroom guidance system, we have inaugurated regular group guidance sessions which were held each Tuesday for thirty minutes.

The following major changes have been made in the last five years: (1) study of graduates to determine college needs; (2) visits to colleges by senior tour groups; (3) development of a testing program; (4) use of cumulative file for all pupil information, and making this accumulated knowledge available to teachers.

The general augmentation of guidance services with classroom activity resulted from a series of well-planned in-service programs regarding guidance practices within the school.

Within the span of the last five years, there has been an increased involvement of the faculty members in guidance activities, more and better use of test results, more personal counseling, and improved selection of students for the Honors Program.

Awareness of counseling services by the students has been a major accomplishment.

The guidance program in this school is just getting organized and is in the experimental stage, but it has become more effective year by year. There is more order to it now, and the students are well aware of the guidance services that are offered.

Appointing priests as counselors has been most helpful in making a transition from incidental guidance activities to an organized guidance program.

Most notable changes were the expansion of the individual interviews and increase of parental contacts with the school.

Addition of priest counselors made it possible for students to have one or two conferences or to request an interview whenever in need of extra help.

A strong test battery of academic aptitudes, interest, and personality are now administered to all freshmen and other students who express a desire to know these things about themselves.

We have changed from a small parish high school to the status of a large central high school with a freshman enrollment for 1960 of approximately 280 pupils. Much orientation and adjustment must be made. The guidance program is still very much in its infancy.

RESPONSES TO THE TEACHER QUESTIONNAIRE.

The role of a teacher in the guidance program is envisaged in different ways by different authorities in the field of educational research. However, there seems to be some unanimity as to the fact that teachers as members of a guidance team have basic guidance responsibilities as far as the students are concerned. This, of course, is in line with the principle that since the teacher has immediate and daily contact with students, she is in a better position to observe them more closely and help them more readily than any other person on the staff. Strang makes the position of a teacher in the guidance program very clear when she states:

The teacher-counselor is like the hub of a wheel from which radiate relationships with the school counselor, specialists employed by the school, the principals, and other teachers. Beyond this circle are resources in the community that supplement the school's work with individuals and with groups. All work together. By coordinating all available services, the school is able to help every student attain his full stature as a person and as a citizen.⁴⁴

General consensus indicates that teachers can make a contribution to the guidance program by developing a better understanding of the children they teach; by creating a good emotional classroom climate; by acquiring a knowledge of group process so that interaction of students can be observed; by providing occupational and educational information particularly in relation to the teacher's own specialized field of interest; by preparing and maintaining

⁴⁴ Ruth Strang, The Role of the Teacher in Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. 98.

personnel records of all students; by identifying problems and needs of individual students and making proper referrals if these are beyond the scope of her experience and training; and by accepting specific guidance assignments. A recognition of the importance of the teachers in the guidance program will do much to stimulate their interest and to increase their understanding and appreciation of the nature and scope of the guidance services.

Professional Training and Background of Teachers. Examination of the data in Table XXII indicates that the number of years of teaching experience of 28.8 per cent of the faculty members ranged from one year to nine years. Almost half of the teachers had been in this profession for 20 years or more, and slightly more than one-fifth have had from 10 to 19 years of teaching experience. Apparently, the majority of the respondents were qualified senior

TABLE XXII

NUMBER OF YEARS OF TEACHING EXPERIENCE

Years taught	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1 year	2	3.1	1	1.5	1	3.7	4	2.5
2 - 4 years	12	18.5	4	5.9	7	26.0	23	14.4
5 - 9 years	4	6.2	7	10.3	8	29.6	19	11.9
10 - 19 years	14	21.5	20	29.4	3	11.1	37	23.1
20 years	32	49.2	35	51.4	8	29.6	75	46.9
No response	1	1.5	1	1.5	0	0.0	2	1.2
Total	65	100.0	68	100.0	27	100.0	160	100.0

teachers possessing a breadth and depth of subject matter as well as a thorough understanding of the growth and development of adolescents, their attitudes, and their problems. Although length of service does not guarantee success in any particular field, a modicum of classroom teaching augmented by in-service training would seem to constitute a real necessity for those assigned guidance responsibilities.

In answer to the question regarding college courses in preparation for guidance work, the responses reveal that 97 of the 160 teachers had taken one or more courses in guidance. Of these, 56 teachers designated that they had earned from two to six credit hours; 26 had earned from nine to fifteen hours; and 12 from eighteen to fifty hours of credit. Three faculty members failed to specify the number of credit hours earned. Table XXIII presents a summary of the number of course credits in guidance earned by faculty members. It can

TABLE XXIII

NUMBER OF COURSE CREDITS IN GUIDANCE
EARNED BY FACULTY MEMBERS

Course credits earned	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
2 - 6	21	58.4	22	56.3	13	59.2	56	57.7
9 - 15	5	13.8	15	38.5	6	27.2	26	26.8
18 - 24	7	19.5	0	0.0	1	4.5	8	8.3
27 - 50	3	8.3	1	2.6	0	0.0	4	4.1
No response	0	0.0	1	2.6	2	9.1	3	3.1
Total	36	100.0	39	100.0	22	100.0	97	100.0

be seen from the figures in this table that the majority of the responding teachers had a minimum number of credits in the field of guidance. Since the classroom teacher plays a crucial role in guiding students, it would seem desirable to encourage her to take guidance courses as part of her in-service training, or to implement some of the basic guidance courses into the teacher training program.

In-service training is generally recognized as a crucial factor in stimulating the professional growth of staff members. Table XXIV discloses responses to the query referring to provisions made for a well-planned in-service guidance program for all teachers. Only 56 teachers or 35 per cent reported that a definite in-service training program for the improvement of the entire staff in the area of guidance was in operation. This figure is not in agreement with the data in Table XI, page 68, which reflects the opinion of the responding principals that some type of in-service training in guidance was carried out in all schools participating in this survey. There is a

TABLE XXIV

PROVISIONS FOR AN IN-SERVICE GUIDANCE PROGRAM
FOR STAFF MEMBERS

Response	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	27	41.5	18	26.5	11	40.7	56	35.0
No	38	58.5	50	73.5	16	59.3	104	65.0
Total	65	100.0	68	100.0	27	100.0	160	100.0

possibility that the administrators included incidental as well as organized training, while the teachers had reference to definite in-service techniques.

Although 65 per cent of the administrators reported participation in guidance workshops by the instructional staff, only 50.6 per cent of the teachers indicated that they had attended guidance conferences and workshops in the past year. Collectively, 94.4 per cent of the faculty members mentioned professional reading including books and articles on guidance as the most commonly utilized source of help. Less encouraging was the fact that only 51.3 per cent of the teachers felt that their professional training was adequate preparation for guidance purposes. One teacher appended a note stating, "Will we ever be adequately prepared?"

Besides regular school duties, the following specific guidance responsibilities have been listed by faculty members: homeroom guidance, testing program, scholarships, individual counseling, schedule planning, club moderator, librarian, disciplinarian, registrar, and moderator of the alumni association. Ten per cent of the respondents indicated that they had no specific guidance responsibility outside of their classroom.

Appraisal of Guidance Services by Teachers in the North Section. The salient facts brought to the fore by Table XXV indicate that the majority of the responding teachers from the North section were very candid in reporting strengths and weaknesses of their guidance services. It is interesting to note that more than one-half of the faculty members specified accessibility of student records and individual counseling as major strengths of their guidance program. Slightly less than one-half reported that a qualified person was given direct responsibility for directing and coordinating the guidance

TABLE XXV

APPRAISAL OF GUIDANCE SERVICES BY TEACHERS
IN THE NORTH SECTION

Services provided	Strong Per cent	Fair Per cent	Weak Per cent	No service Per cent	No response Per cent
Guidance coordinator	46.2	23.0	3.1	27.7	0.0
Guidance committee	4.6	12.3	3.1	76.9	3.1
Individual counseling	52.3	24.6	10.8	12.3	0.0
Homeroom guidance	38.5	29.3	15.3	15.4	1.5
Orientation program	35.4	30.7	15.3	17.1	1.5
Co-curricular activities	12.3	35.4	12.3	29.2	10.8
Cumulative records	46.2	30.7	4.6	12.3	6.2
Individual inventory	44.6	36.9	9.3	7.7	1.5
Occupational information	23.0	32.3	9.3	32.3	3.1
Educational information	38.5	38.5	9.3	12.2	1.5
Placement and follow-up services	6.2	18.5	12.3	58.4	4.6
Information about drop-outs	10.8	18.5	15.3	53.9	1.5
Accessibility of student records	53.9	24.6	4.6	15.4	1.5
Referral of students	30.7	29.3	12.3	23.1	4.6
In-service training	18.5	30.7	18.5	29.2	3.1
Adequate time for guidance	35.4	23.0	4.6	37.0	0.0
Counselor as resource person	23.0	27.8	13.8	30.8	4.6
Materials and teaching aids for group guidance	27.8	38.5	12.3	16.8	4.6

services, that the pupil record system was cumulative and convenient to use, and that student questionnaires, tests, and other techniques were used to collect information about individual pupils.

Apparent areas of weaknesses as shown in Table XXV that occurred with greatest frequency in rank order were the following: in-service training program in relation to guidance services, information about drop-outs, orientation program, homeroom guidance, and using the counselor as a resource person. It is surprising to note that 50 teachers or 76.9 per cent stated that no attempt was made to confine guidance services to a guidance committee, while more than one-half felt that placement and follow-up services as well as information about drop-outs were not provided.

Appraisal of Guidance Services by Teachers in the South Section. The responses given by the teachers in the South section, as recorded in Table XXVI, reveal that only two services were rated as being strong aspects of the guidance program by one-half of the faculty members. These were related to the accessibility of student records and the individual inventory. Most of the other services received a fair rating. In order of importance to the faculty these were homeroom guidance, materials for group guidance, educational information, in-service training, individual counseling, co-curricular activities, cumulative records, and dissemination of occupational information.

It is significant to note that the teachers, by a ratio of more than 3 to 4, were of the opinion that the services of a guidance committee had not been provided for in their schools. More than two-thirds felt that the counselor as a resource person was not available, and approximately 3 in 5 teachers indicated that placement and follow-up services were practically nonexistent in

TABLE XXVI

APPRAISAL OF GUIDANCE SERVICES BY TEACHERS
IN THE SOUTH SECTION

Services provided	Strong Per cent	Fair Per cent	Weak Per cent	No service Per cent	No response Per cent
Guidance coordinator	14.7	20.5	7.4	57.4	0.0
Guidance committee	7.4	10.3	4.4	77.9	0.0
Individual counseling	23.5	44.1	22.1	10.3	0.0
Homeroom guidance	23.5	60.3	7.4	8.8	0.0
Orientation program	29.4	35.3	4.4	29.4	1.5
Co-curricular activities	20.5	42.7	14.7	22.1	0.0
Cumulative records	44.1	36.8	8.8	5.9	4.4
Individual inventory	50.0	33.8	13.3	2.9	0.0
Occupational information	22.1	36.7	14.7	26.5	0.0
Educational information	39.7	51.4	7.4	1.5	0.0
Placement and follow-up services	7.4	17.7	13.3	61.6	0.0
Information about drop-outs	10.3	23.5	16.2	50.0	0.0
Accessibility of student records	54.4	32.4	10.3	2.9	0.0
Referral of students	14.7	30.9	20.5	33.9	0.0
In-service training	16.2	45.6	49.1	17.6	1.5
Adequate time for guidance	17.7	32.4	11.8	38.2	0.0
Counselor as resource person	2.9	14.7	14.7	67.7	0.0
Materials and teaching aids for group guidance	25.1	52.9	16.2	5.8	0.0

their schools. It seems strange that more than one-half of the teachers reported that no qualified person has been given direct responsibility for the operation of the guidance program. According to the administrator's report, the function of a guidance coordinator in the schools of the South section was discharged by 50 per cent of the principals, 37.5 per cent of guidance coordinators, and 12.5 per cent of a team of workers. The difference of opinion between teachers and administrators on this particular item is due, perhaps, to a difference in concepts concerning the function of a guidance coordinator. Evidently, there is a need to define the title and function of the person charged with the responsibility for directing and coordinating the guidance activities.

Appraisal of Guidance Services by Teachers in the Suburbs. The tabulations in Table XXVII represent the ratings of guidance services by teachers from the suburban schools participating in this study. In view of the available data, such services as dissemination of educational information, individual counseling, accessibility of student records, the use of cumulative records, and the student inventory emerged as strong aspects of the guidance program in this area.

More than half of the teachers rated co-curricular activities, occupational information, and referral of students as being fair but in need of improvement, while approximately two-fifths also gave a fair rating to the orientation program, provision for adequate time for guidance, and the maintenance of a guidance coordinator. Although a significant number of teachers rated cumulative records and the availability of student records as strong

TABLE XXVII

APPRAISAL OF GUIDANCE SERVICES BY TEACHERS
IN THE SUBURBAN SCHOOLS

Services provided	Strong Per cent	Fair Per cent	Weak Per cent	No service Per cent	No response Per cent
Guidance coordinator	29.6	40.8	3.7	25.9	0.0
Guidance committee	0.0	37.0	3.7	59.3	0.0
Individual counseling	66.7	29.6	3.7	0.0	0.0
Homeroom guidance	3.7	25.9	14.8	55.6	0.0
Orientation program	33.3	48.2	11.1	7.4	0.0
Co-curricular activities	7.4	55.6	29.6	7.4	0.0
Cumulative records	59.3	22.2	14.8	3.7	0.0
Individual inventory	55.6	33.3	7.4	3.7	0.0
Occupational information	25.9	55.6	0.0	18.5	0.0
Educational information	70.4	18.5	11.1	0.0	0.0
Placement and follow-up services	0.0	14.8	7.4	77.8	0.0
Information about drop-outs	0.0	11.1	7.4	81.5	0.0
Accessibility of student records	59.3	18.5	14.8	7.4	0.0
Referral of students	14.8	59.3	18.5	7.4	0.0
In-service training	18.5	25.9	11.1	44.5	0.0
Adequate time for guidance	7.3	44.5	3.7	44.5	0.0
Counselor as resource person	11.1	37.0	14.8	37.1	0.0
Materials and teaching aids for group guidance	22.2	25.9	11.1	40.8	0.0

features of the guidance program, 14.8 per cent concurred on a low rating in both cases.

The prevailing opinion of teachers indicated that the guidance services not provided by the school were, in order of frequency, information about drop-outs, placement and follow-up, homeroom guidance, guidance committee, in-service training of the instructional staff, adequate time for group guidance, and materials and teaching aids for group guidance.

Appraisal of Guidance Services by Teachers in the Combined Areas. The ratings given by 160 Catholic high school teachers in the combined geographical areas of the Archdiocese of Chicago on the strong, fair, and weak aspects of guidance practices are presented in Table XXVIII. It is striking to note that when the rankings of all three groups of teachers were pooled, a high degree of similarity was found between those phases which were considered strong features and those that were thought to be weak areas of the guidance program.

More than one-half of the total number of faculty members ranked the accessibility of student records as the strongest aspect of the guidance program. The other strong phases in order of rank were the individual inventory, cumulative records, educational information, and individual counseling. It is obvious from the statistics in Table XXVIII that through most of the responses there was a core of agreement as far as the services not provided by the schools were concerned. Almost three-fourths of the teachers reported that a guidance committee was nonexistent in their schools. About 63.1 per cent judged that placement and follow-up were the most neglected services, while

TABLE XXVIII

APPRAISAL OF GUIDANCE SERVICES BY TEACHERS
IN THE COMBINED AREAS

Services provided	Strong Per cent	Fair Per cent	Weak Per cent	No service Per cent	No response Per cent
Guidance coordinator	30.0	25.0	5.0	40.0	0.0
Guidance committee	5.0	15.6	3.8	74.4	1.2
Individual counseling	42.5	33.7	14.4	9.4	0.0
Homeroom guidance	26.3	41.9	11.8	19.4	0.6
Orientation program	32.5	35.6	10.0	20.6	1.3
Co-curricular activities	15.0	41.9	16.2	22.5	4.4
Cumulative records	47.5	31.9	8.1	8.1	4.4
Individual inventory	48.8	35.0	10.6	5.6	0.0
Occupational information	23.2	38.1	10.0	27.6	1.2
Educational information	44.5	40.6	8.7	5.6	0.6
Placement and follow-up services	5.6	17.5	11.8	63.1	1.9
Information about drop-outs	8.7	19.4	14.4	56.9	0.6
Accessibility of student records	55.0	26.9	8.7	8.8	0.6
Referral of students	21.3	35.0	16.8	25.0	1.9
In-service training	17.5	36.2	17.5	26.9	1.9
Adequate time for guidance	23.2	30.6	7.5	38.7	0.0
Counselor as resource person	12.5	23.7	14.4	47.5	1.9
Materials and teaching aids for group guidance	25.6	42.5	13.8	16.2	1.9

more than one-half stated that the faculty was not provided with information about drop-outs and their reactions.

The greater proportion of the teachers gave a fair rating to most of the group development services including homeroom guidance, materials and teaching aids for group guidance, co-curricular activities, the orientation program, referral of students, occupational information, and in-service training. Whether this appraisal reflects differences in experience with guidance practices or individual bias is difficult to determine. Generally speaking, however, the respondents recognized desirable as well as undesirable features of their guidance activities and manifested a healthy dissatisfaction with the status quo as evidenced by the array of suggestions and comments listed in the following section.

Suggestions and Comments Offered by Teachers for Improving the Guidance Services. The teachers participating in this study were asked to offer additional comments and suggestions for improving or extending the guidance services in their school. A majority of the teachers suggested numerous remedial measures of which the following are examples:

There is a dire need for more qualified guidance personnel; a greater awareness on the part of the "subject-matter" teachers of the necessity of guidance; and a lighter teaching load, which at present seems to be an impossibility as we turned away 300 prospective freshmen.

Give homeroom teachers some authority and responsibility in guiding students. Teacher's opinions are seldom followed in placement of students in classes. There is too much burden carried by the office which is undermanned, hence little opportunity for personal contact with students.

Inaugurate a well-planned in-service guidance program for the faculty members. I feel that every homeroom teacher needs help in this field.

More faculty meetings with the principal and guidance director; more cooperation between individual teachers and the guidance counselor; in general, better coordination among all segments of school's population.

Allow teachers to be informed confidentially by the principal of problem cases in their homerooms. Often the teacher could help, but she doesn't have the proper information.

Release teachers who supervise students during study periods so that the time may be utilized for private counseling. Study halls could be supervised by members of the National Honor Society.

Appoint a key counselor with committees. In this case the work would be more evenly distributed and better efficiency of performance would be possible.

Hire additional qualified men on full-time basis and allow them to do actual guidance work, not be just clerks for the main office. Also, support the long-range program outlined by the present director who is earnest, capable, and ambitious.

Have meetings or workshops in the Archdiocese to supplement our inadequate training in this field.

There should be a cautious selection of staff members who will be assigned as guidance teachers. Many have academic requirements, but lack the personal qualities and other characteristics that inspire and influence our young boys and girls.

Offer a "Free Way System" whereby students may seek counsel from teachers in whom they have confidence.

Provide a more organized placement bureau and schedule more career days and programs. Bring in outside speakers from all walks of life to show students that they have a place in the world even if they don't go to college.

There seems to be a need for a guidance program exclusively for parents and guardians of our charges. Generally speaking, people do not know HOW to raise kids.

Traces of a lack of awareness of the existing guidance practices were discernible in such phrases and statements as the following:

There haven't been any special services.

Too nebulous to make a concrete statement.

Other than securing information for scholarships and entrance into colleges, guidance services are nonexistent.

Since I am not aware of what guidance services are actually available, I do not know how or if they have helped me.

Concentration on subject in preparation for college is far more valuable than formal guidance--at least in my case.

Guidance services have helped to some extent; most of the time you work on your own initiative.

In my opinion, a Catholic pupil receives his best guidance in the confessional.

There are phases of our guidance program with which I am not acquainted. I know services exist but I'm not sure to what extent.

We do have the advantage of counseling for the students by three generous priests who are here for a half day three days a week. In most cases this is moral guidance only. The other services are merely incidental.

A large number of the responding teachers pointed out factors that handicapped the effective development of the guidance program within their school. In order of frequency these were related to such obstacles as the lack of time, lack of qualified personnel, overloaded teaching schedule, lack of private physical facilities, large enrollment, students' part-time employment, lack of communication, services too centralized in one individual, student apathy, failure on part of the teachers to utilize time apportioned for guidance, lack of funds, and no harmony of purpose nor unity of achievement.

Some of the faculty members indicated a variety of ways in which the guidance services had helped them as teachers:

The guidance services have made it possible for me to refer emotionally maladjusted pupils to professional help.

Group guidance gave me insight into the pupil which is not gained in an ordinary class period. I think more in terms of the student as a person instead of only as a student. I have become more tolerant in my attitude toward students.

Made available some valuable statistics on student intelligence, achievement, aptitude, and the like.

They made me increasingly aware of the problems students face both in school and out of it. This, in turn, had some effect upon my teaching method.

I learned that it pays dividends to be available to students after school.

These services have given me a broader view of the different personalities and have offered a challenge to cope with teen-age problems.

I am new in the system, and previous records on students have helped me to gain a better understanding of their needs.

Guidance bulletins distributed at the beginning of the school-year and bi-weekly guidance pamphlets have been a tremendous help.

The textbook for group guidance proved to be an invaluable tool.

Discussion among faculty members about special cases resulted in better rapport between students and teachers.

A study of the pupils' records gave me a keener insight into the abilities of the students and helped me to appreciate the efforts of the less talented students.

SUMMARY

This chapter has been concerned with the interpretation of data based on the responses of the school personnel. Through personal interviews with twenty administrative heads of the guidance program, the following basic information regarding organized guidance services was of special significance:

1. The principal was the central figure in directing and coordinating the guidance activities.
2. The mixed or the combination type of guidance program was most popular.
3. Most of the administrators reported no set amount regarding budgetary provisions for guidance services.
4. Homeroom organization and assemblies seemed to be the best media for group guidance.

5. A combination of practices were used in orienting new and transfer students. A majority of the schools made handbooks available to these students.
6. The intelligence, achievement, and reading tests were used most frequently by the schools sampled.
7. Moral and religious guidance was carried on universally in all areas in varying degrees of emphasis.
8. Data on health service practices were not too encouraging.
9. Eighty per cent of the responding schools indicated that some provisions for remedial reading were made.
10. In-service training for faculty members was carried on in all participating schools.
11. Although membership to the National Catholic Educational Association was universal, affiliation with other professional organizations was practically nil.

From the responses to the counselor questionnaire it is apparent that more than half of those in guidance activities have had foundational courses in guidance and counseling and the majority of them have had ten or more years of teaching experience. While 85.7 per cent held a bachelor's degree, only 47.6 per cent held a master's degree.

The data concerning the techniques used in analyzing the individual reveal that the most frequently used as well as the most helpful techniques were the personal interview, the testing program, and the cumulative record. The attendance officer, the employment agency, the physician, and the nurse were utilized most frequently by the counselors in cases of referral. In most instances individual counseling was done in a private room or the principal's office and group guidance was conducted in the classroom.

Educational information was disseminated mainly through college catalogues, scholarship information, and talks by college representatives.

Occupational information was provided chiefly through the use of the occupational file, vocational posters, individual counseling, and guest speakers. In rating the provisions made to facilitate guidance services, counselors in the combined areas considered room facilities for guidance and the testing program most satisfactory aids. Provisions for employment for drop-outs and follow-up of both employed graduates and drop-outs were either not available or the least satisfactorily supplied aids.

Data based on the responses to the teacher questionnaire disclosed the fact that almost half of the teachers have had twenty years or more teaching experience. The number of course credits in guidance earned by the faculty members was rather low. Most of the teachers felt that provisions were not made for organized in-service training regarding the guidance program.

In appraising the guidance services the teachers in the combined categories rated the accessibility of student records, educational information, the individual inventory, cumulative records, and individual counseling as the strongest aspects of the guidance program. Placement, follow-up, and information about drop-outs were considered as the most neglected services.

Appraisal of guidance practices exclusively by the school personnel does not indicate how satisfactory and helpful these services have been to the students. In order "to ascertain the worth of the product, it is well to question the consumer of the product."⁴⁵ Accordingly, the investigator by means of a student questionnaire sought reactions to the guidance program from the

⁴⁵R. B. Kamm, "An Inventory of Student Reaction to Student Personnel Services," Educational and Psychological Measurement, (Fall, 1950), 543.

recipients themselves. The next chapter will present an analysis of the data regarding the status and effectiveness of the guidance services from the student point of view.

CHAPTER V

INTERPRETATION OF DATA BASED ON STUDENT RESPONSES

Modern young people are confronted by myriads of problems touching virtually every conceivable phase of their life in school, out of school, and beyond school. Remmers and Spencer reiterate this idea when they state:

Actually, all children and youth have problems, each in his own way; for the stumbling blocks in the road to the pursuit of happiness have no respect for social, economic, or biological boundary lines.¹

In most cases the problems encountered by youth may be traced back to conflicts that arise from such sources as the home, school, society, and peers. Typical causes of home-centered problems are lack of parental warmth and affection, insecurity, sibling rivalry, parental rejection, or parental pressure upon children for achievement. School-centered problems, such as academic difficulties, failure, low grades, poor study habits, teacher bias, severe competition, or reading handicaps tend not only to hamper learning but also to aggravate the present and future emotional and behavioral problems of its students. It is obvious that no teacher can escape the responsibility of helping and guiding pupils either through planned group activities or individual interviews in an effort to meet their immediate needs.

¹H. H. Remmers and L. M. Spencer, "All Young People Have Problems," NEA Journal, XXXIX (March, 1950), 182.

Adult society outside the home and school exerts pressures which give rise to many conflicts due to such disruptive factors as juvenile delinquency, materialism, distorted moral codes, dilemmas of peace and war, and the cold and almost complete mechanization of our civilization. This social climate in which today's youth moves toward adulthood is well described by Davis who points out that man had lost his inheritance when the world substituted the abstract for the concrete, and when machines took place of men, man ceased to be an individual. He became instead a "'citizen' with a capital C, a mere statistic of the state. His social security number was now a key to his identity."² According to Lynch, too many Americans are being unconsciously shaped by mass media and become victims of mass motivation. He maintains that mass media is engulfing us in oceans of "fantasy, dreams, and distortions."³ Because of the tremendous impact of cultural pressures of modern life upon impressionable youth, it is the responsibility of educators to help these young people "to forge principle for themselves with the hammer of right on the anvil choice."⁴

Characteristic of the typical adolescent is his blind conformity to the standards of his peer group. Like the figures in Riesman's ⁵ The Lonely Crowd,

²Thurston N. Davis, "The Loneliness of Man," America, CII (February 6, 1960), 552.

³William F. Lynch, The Image Industries (New York: Sheed and Ward, 1959), p. 21.

⁴Gerald S. Sloyan, "The Catholic High School: Idea and Reality," The Catholic Educational Review, LI (April, 1953), 233.

⁵David Riesman, Nathan Glazier, and Revel Denney, The Lonely Crowd (New York: Doubleday and Company, 1953).

teenagers are guided by the ideals of an "outer-directed" society. They get their values and motivation not from within themselves, but from the need and desire to keep up with the group standards. Loyalties are intense, associations more continuous, and policies regarding dress, work, study, and recreation are matters of prime importance. When speaking about this conformity trend that was already affecting our nation in the early fifties, Whyte made the following statement:

A very curious thing has been taking place in this country--and almost without our knowing it. In a country where "individualism"--independence and self-reliance--was the watchword for three centuries, the view is now coming to be accepted that the individual himself has no meaning--except, that is, as a member of a group.⁶

Today's youth suffers from an overwhelming sense of bewilderment and lack of "inner direction." To give youth a unifying sense of purpose and responsibility which he can understand and which he can implement into his values and sentiments at his age level of emotional and intellectual readiness, is a challenge for every member of the school personnel. In developing or extending a plan of action for guiding students, it is important to examine present practices critically in order to ascertain whether desired objectives are being achieved. A complete measurement of the effectiveness of the guidance services should include the opinions and reactions of the recipients of the services.

To determine the students' evaluation of the guidance activities in the surveyed Catholic high schools, questionnaires were administered to 960 graduating seniors. Of these, 340 students represented the schools in the North

⁶William H. Whyte, Jr., "Groupthink," Fortune, XLV (March, 1952), 114.

section, 342 the schools in the South section, and 278 the schools in the suburbs. The respondents were asked to indicate what kinds of help they have received from the school personnel and the person who helped them most. They were also requested to estimate the extent to which the school has helped them. The combined judgment of the participating senior groups is analyzed in the following section. For purposes of interpretation of the collected data, the responses to the questions have been divided into three main areas: (1) Personal-Social Problems; (2) Educational-Vocational Problems; (3) Moral-Religious Problems.

PERSONAL AND SOCIAL PROBLEMS

Six general questions were included in the category of personal-social problems. These were concerned with such phases as adjustment to high school; health problems; discovering interests, abilities, and aptitudes; overcoming personal handicaps; participating in social activities; and getting along with teachers.

Adjustment to High School Life. This is one of the major hurdles which the adolescent must meet successfully if he is to make normal progress toward maturity. Educational psychologists contend that the school should foster a kind of atmosphere that would tend to "reduce inner tensions and harmonize outer pressures"⁷ so that individual adjustment could be personally satisfying and socially desirable.

Many students need assistance in resolving their inner tensions and advice in evaluating the outer pressures that confront them, and in such

⁷McDaniel, op. cit., p. 269.

situations a counselor can be of great help. According to Walters, however, the goal of adjustment for a Catholic student goes beyond the natural place of safety, security, or comfort. The Christian goal is to become "another Christ," and in pursuit of this goal the student must be guided to base his practical judgments and decisions not only upon reason, but upon reason operating within the influence and inspiration of grace.⁸

Examination of Table XXIX reveals that 75.2 per cent of the respondents replied that they had received help in getting adjusted to high school.

TABLE XXIX

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED ASSISTANCE IN GETTING ADJUSTED TO HIGH SCHOOL?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	247	72.6	275	80.4	200	71.9	722	75.2
No	92	27.1	66	19.3	78	28.1	236	24.6
No response	1	0.3	1	0.3	0	0.0	2	0.2
Total	340	100.0	342	100.0	278	100.0	960	100.0

It is evident from the data that help in this area was most prevalent in the schools located in the South section. Approximately one-fourth of the total group answered that help was not received. This, however, does not mean that guidance services concerning adjustment were lacking. It may indicate student indifference in seeking help or no felt need for this type of assistance

⁸Sister Annette Walters, C.S.J., "Contemporary Personality Theory," The Human Person (New York: The Ronald Press, 1954), pp. 111-112.

Table XXX shows the responses to the query regarding the extent to which students received help with the problem of adjustment to high school life.

TABLE XXX

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED ASSISTANCE
IN GETTING ADJUSTED TO HIGH SCHOOL?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	45	18.2	75	27.3	37	18.5	157	21.7
Some	171	69.2	175	63.6	147	73.5	493	68.3
Very little	31	12.6	25	9.1	16	8.0	72	10.0
Total	247	100.0	275	100.0	200	100.0	722	100.0

The evidence seems to indicate that 68.3 per cent of the 722 students who answered in the affirmative felt that they received limited help along these lines. About one out of every five students noted that they received "a great deal of help," while one out of every ten indicated "very little" assistance in this area.

The percentages in Table XXXI are based upon the 782 responses given by 722 pupils answering "Yes" to the question regarding the person who helped students most in the adjustment phase of the guidance program. All responding groups ranked the homeroom teacher first and the subject teacher second. The data indicate that the students from the North and South sections ranked the principal third, while the students in the suburban schools gave this rank to the counselor. It is of interest to note that fellow students, parents, and

TABLE XXXI

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN GETTING ADJUSTED TO HIGH SCHOOL?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Homeroom teacher	130	49.7	169	56.9	82	36.6	381	48.7
Subject teacher	54	20.7	53	17.8	51	22.8	158	20.2
Principal	33	12.6	33	11.1	16	7.1	82	10.5
Fellow students	21	8.0	10	3.4	7	3.1	38	4.9
School personnel	8	3.1	14	4.7	13	5.9	35	4.4
Counselor	9	3.5	3	1.0	22	9.8	34	4.3
Parents	3	1.2	10	3.4	16	7.1	29	3.7
Priest, chaplain, spiritual director	3	1.2	5	1.7	4	1.8	12	1.6
Director of studies	0	0.0	0	0.0	10	4.5	10	1.3
Disciplinarian	0	0.0	0	0.0	3	1.3	3	0.4
Total	261	100.0	297	100.0	224	100.0	782	100.0

other members of the personnel including the assistant principal, coach, librarian, and school nurse were mentioned by 16.3 per cent of the respondents as persons who have directly or indirectly aided them in getting adjusted to high school life.

Health Problems. Since one of the major objectives of secondary education is the development of a sound mind in a sound body, it is the responsibility of the school personnel to assist the student in forming right

attitudes toward everything that contributes to good health. That young people have health problems is apparent from the anxiety they exhibit about weight, physique, accelerated growth, skin eruptions, or other feature irregularities. It is especially important that all high school teachers be ever sensitive to the conditions that assist or interfere with the establishment and continuance of sound mental and physical fitness.

The health program should include more than courses in hygiene, a periodic examination, and a physical education program. Rather, it should function throughout all the school activities providing a healthy environment for pupils and teachers. The emotional tone of the school, as well as good sanitary conditions, is essential to develop desirable health attitudes and habits on the part of the students.

The data in Table XXXII show the distribution of responses to the question, "Have you received assistance in discussing health problems?" From the entire group 573 students or 59.7 per cent answered in the affirmative.

TABLE XXXII

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED ASSISTANCE IN DISCUSSING HEALTH PROBLEMS?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	230	67.6	221	64.6	122	43.9	573	59.7
No	109	32.1	120	35.1	155	55.8	384	40.0
No response	1	0.3	1	0.3	1	0.3	3	0.3
Total	340	100.0	342	100.0	278	100.0	960	100.0

Students from the North and South sections showed a higher per cent of affirmative responses regarding this item than did the students from the suburban schools. It is surprising to note that more than one-half of the respondents from the schools in the suburbs stated that they had not received this guidance since, as is indicated in Table IX, page 63, three-fourths of the participating suburban schools provided the services of a part-time physician and school nurse in addition to formal courses in hygiene, safety and home nursing.

The pupils' views as to the extent of assistance received in discussing health problems are summarized in Table XXXIII.

TABLE XXXIII

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED ASSISTANCE
IN DISCUSSING HEALTH PROBLEMS?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	60	26.1	66	29.9	18	14.8	144	25.1
Some	125	54.3	113	51.1	72	59.0	310	54.1
Very little	45	19.6	42	19.0	32	26.2	119	20.8
Total	230	100.0	221	100.0	122	100.0	573	100.0

Of the responses received from the 59.7 per cent who replied "Yes" to this question, approximately three-fourths stated that they received only "some" or "very little" help. Either the students were not aware of the assistance that was available, or they did not take advantage of it.

By way of comparison, Custer's study reveals that 80 per cent of all students reported that members of the school personnel were available for discussing the problems of health.⁹ Of these, however, only 20 per cent cited satisfactory assistance as compared with the 25 per cent of students in the present study who indicated "a great deal of help" concerning questions on matters of health.

Table XXXIV classifies the 594 responses from the 573 pupils who answered "Yes" to the question regarding health problems. According to the data it may be observed that the subject teacher emerged by far as the consultant who helped students most with problems of this type.

TABLE XXXIV

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN DISCUSSING HEALTH PROBLEMS?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Subject teacher	183	76.5	164	71.9	58	45.7	405	68.1
Homeroom teacher	24	10.0	28	12.2	9	7.1	61	10.2
School nurse	6	2.5	3	1.3	24	18.9	33	5.6
Doctor	4	1.7	5	2.2	13	10.2	22	3.7
Counselor	4	1.7	7	3.1	10	7.9	21	3.6
Parents	6	2.5	7	3.1	4	3.1	17	2.9
Coach	5	2.1	2	0.9	6	4.7	13	2.2
School personnel	4	1.7	5	2.2	3	2.4	12	2.1
Principal	3	1.3	7	3.1	0	0.0	10	1.6
Total	239	100.0	228	100.0	127	100.0	594	100.0

⁹Custer, op. cit., p. 26.

Many respondents mentioned by name the faculty member who, in their opinion, rendered most assistance in discussing health problems. According to frequency of mention they were as follows: biology teacher, health instructor, physical education instructor, sociology teacher, homemaking teacher, speech teacher, religion teacher, and the music teacher. Noteworthy is the fact that the school nurse, doctor, and counselor received only negligible mention.

The percentage of student responses in Custer's study naming the doctor and the nurse as most helpful consultants on health problems exceeded the findings in the present study by 16 per cent.¹⁰

Discovering Interests, Abilities, and Aptitudes. It is important in studying students as individuals to know their interests, abilities, and aptitudes. These are indices of their present strengths and weaknesses as well as guideposts in making appropriate vocational and educational choices. Too frequently students have a biased and unrealistic estimate of their capabilities. They need help and guidance in appraising their assets and liabilities in order to make adequate adjustment in accordance with their talents, abilities, and aptitudes. Counselors can guide students toward a more complete fulfillment of their aspirations and possibilities by pointing out to them that there are things that they can do and goals that do not lie within their reach. With this understanding the adolescent will be better equipped to answer such perplexing questions as: "Where can I best use the special talents that I have?" "How can I develop them?" "Where can I best serve others?"

¹⁰Ibid.

Table XXXV presents the data concerning the assistance the students received in discovering their interests, abilities, and aptitudes.

TABLE XXXV

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED
SPECIAL GUIDANCE IN DISCOVERING YOUR INTERESTS,
ABILITIES, AND APTITUDES?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	200	58.8	240	70.2	168	60.4	608	63.3
No	137	40.3	102	29.8	110	39.6	349	36.4
No response	3	0.9	0	0.0	0	0.0	3	0.3
Total	340	100.0	342	100.0	278	100.0	960	100.0

It is evident in Table XXXV that almost two-thirds of the students received assistance in discovering their interests, abilities, and aptitudes. The boys and girls from the schools in the South section showed a higher per cent of positive responses than did the students from the other two sections. Only three students failed to respond to this item.

From the data in Table XXXVI, one may gain some idea regarding the extent to which the students who answered in the affirmative received help in discovering their own interests, abilities, and aptitudes. About four-fifths of the participants indicated that "a great deal" or "some" help was received in this phase of guidance. Further analysis of Table XXXVI reveals a marked similarity of percentage of responses on most of the items in the three areas with the variation not exceeding 5 per cent in any category. It is rather

TABLE XXXVI

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED SPECIAL GUIDANCE
IN DISCOVERING YOUR INTERESTS, ABILITIES,
AND APTITUDES?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	59	29.5	68	28.3	45	26.8	172	28.3
Some	105	52.5	123	51.3	93	55.4	321	52.8
Very little	36	18.0	49	20.4	30	17.8	115	18.9
Total	200	100.0	240	100.0	168	100.0	608	100.0

apparent from the data that the responding schools made only moderate efforts to assist the boys and girls in understanding their own abilities and limitations.

Table XXXVII is based upon the 651 responses of the 608 students who stated that there was someone in school with whom they might discuss problems concerning their abilities, interests, and aptitudes. Although 62.7 per cent of the boys and girls in the combined categories in Table XXXVII named the subject teacher, homeroom teacher, and the counselor as the most helpful consultants regarding student talents, interests, and aptitudes, there were marked deviations in the responses as reported by the students in each geographical division. Approximately one-fourth of the pupils from the North section named the subject teacher as being most helpful; 29.4 per cent of the students from the South section mentioned the homeroom teacher; and 28.9 per cent of the respondents from the suburban schools named the counselor with

TABLE XXXVII

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN DISCOVERING YOUR INTERESTS,
ABILITIES AND APTITUDES?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Subject teacher	50	24.2	65	24.8	34	18.6	149	22.9
Homeroom teacher	45	21.8	77	29.4	12	6.6	134	20.6
Counselor	49	23.8	23	8.8	53	28.9	125	19.2
Testing program	29	14.1	28	10.7	33	18.0	90	13.8
Principal	13	6.3	41	15.6	16	8.7	70	10.7
School personnel	10	4.9	5	1.9	8	4.4	23	3.5
Parents	5	2.4	7	2.7	6	3.3	18	2.8
Dean of studies	1	0.5	0	0.0	17	9.3	18	2.8
Friends	2	1.0	9	3.4	0	0.0	11	1.7
Personal experience	0	0.0	5	1.9	2	1.1	7	1.1
Priest, chaplain, spiritual director	2	1.0	2	0.8	2	1.1	6	0.9
Total	206	100.0	262	100.0	183	100.0	651	100.0

somewhat greater frequency than did the students from the other two sections. Slightly more than two-fifths of the remaining responses mentioned various faculty members, while approximately one-eighth of the respondents listed the "Testing Program" as a factor that was helpful in appraising individual capabilities.

Overcoming Personal Handicaps. Shyness, self-consciousness, oversensitiveness, lack of acceptance in a group, or a feeling of inferiority undoubtedly jeopardize the adolescent's personal security and often hamper his ability to meet the problems of life realistically. Real handicaps affect the way a young person feels and thinks about himself and the world around him. Helping such young boys and girls to feel adequate and secure is not only the responsibility of teachers with whom students come in contact daily but also a distinct challenge to a teacher's patience, sympathy, and wisdom in guidance.

It is obvious from the data in Table XXXVIII that more than one-half of the responding seniors indicated that they had not received help in overcoming personal handicaps. This high percentage of negative responses, however, does not indicate that assistance in this area was not available.

TABLE XXXVIII

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU BEEN HELPED
IN OVERCOMING PERSONAL HANDICAPS?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	165	48.5	176	51.5	98	35.3	439	45.7
No	175	51.5	166	48.5	180	64.7	521	54.3
No response	0	0.0	0	0.0	0	0.0	0	0.0
Total	340	100.0	342	100.0	278	100.0	960	100.0

The reluctance of some students to ask for help with personal problems is shown in the following statements:

The teachers seem too busy; I hate to bother them.

I don't care to discuss my personal problems with people I associate with every day.

I don't bother to ask anyone. We don't have a counselor to talk to anyway.

I think my biggest problem is that I don't ask. I'm self-conscious and I feel that what I would say would sound silly.

The teachers seem to be all business and lack personal interest in the individual. It's hard to talk on personal matters to such people.

I'm chicken. I get cold feet and I don't dare to talk about my problems. And I certainly have them.

I don't feel it's up to the school to assist us with our personal problems. This belongs to people we're closest to, such as parents or a friend.

Nuns seem to be hidden away from the troubles of the world. It's hard to talk to someone who has been away from the "world" for some time.

Table XXXIX shows a distribution of responses with respect to the extent help was received by students in overcoming personal handicaps. More than half of the students in the North and South sections and over three-fifths of the students in the suburbs indicated that they had received "some" help with this type of personal problem. There was little variation in the percentage of responses indicating that students received "a great deal" of

TABLE XXXIX

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU BEEN HELPED
IN OVERCOMING PERSONAL HANDICAPS?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	45	27.3	49	27.8	25	25.5	119	27.1
Some	84	50.9	90	51.2	60	61.2	234	53.3
Very little	36	21.8	37	21.0	13	13.3	86	19.6
Total	165	100.0	176	100.0	98	100.0	439	100.0

assistance with problems of personal adjustment, except for a slightly lower percentage (25.5 per cent) reported by the respondents from the suburban schools. The above data and student comments give ample evidence that there is a definite need for better and more organized individual counseling.

Table XL gives the classification of consultants as mentioned in the 470 responses of the 457 students answering "Yes" to the question of obtaining assistance in overcoming personal handicaps.

An examination of Table XL reveals that the subject teacher was most helpful to students in overcoming personal handicaps. The faculty members, mentioned with greatest frequency in regard to this item, were the drama teacher, the English teacher, and the sociology instructor. The homeroom teacher, friends, guidance counselor, members of the school personnel, and parents ranked next as source of help in that order. It is surprising to

TABLE XL

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN OVERCOMING PERSONAL HANDICAPS?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Subject teacher	75	43.1	82	42.9	41	39.0	198	42.1
Homeroom teacher	36	20.7	57	29.9	13	12.2	106	22.6
Friends, fellow students	25	14.4	12	6.3	12	11.4	49	10.4
Counselor	11	6.3	8	4.2	12	11.4	31	6.6
School personnel	10	5.8	4	2.1	12	11.4	26	5.5
Parents	4	2.3	12	6.3	9	8.6	25	5.3
Chaplain, priest, spiritual director	6	3.4	7	3.6	3	3.0	16	3.4
No one	4	2.3	6	3.1	3	3.0	13	2.8
Principal	3	1.7	3	1.6	0	0.0	6	1.3
Total	174	100.0	191	100.0	105	100.0	470	100.0

see that fellow students were consulted more frequently than the guidance counselor. Thirteen students or 2.8 per cent noted that "no one" helped them in this area.

Participating in Social Activities. During adolescence the teenager's social world broadens beyond the members of his own family and friends of his own sex. That problems centering about the adolescent's adjustment to social situations are quite prevalent is evidenced by Remmers' and Hackett's Purdue study of youth problems. Of the 15,000 students that were questioned, 60 per cent wanted to make new friends; 54 per cent wanted people to like them more; 42 per cent wished they were more popular; and 25 per cent said they felt ill at ease in social affairs.¹¹ The school has a unique opportunity to help students develop successful social relationships by providing activities through which they can acquire poise, greater social competence, and a sense of belonging. Wisely directed and based on student interest, these activities afford opportunities for training in leadership and responsibility. Brother Celestine strikes a vibrant chord when he states: "Student activities are the life stream and pulse of school life. They foster vital opportunities for enriching student life and serve as reservoirs for healthy community life."¹²

It may be readily observed from the data in Table XLI that the majority of the students (54.2 per cent) answered "No" to the question regarding assistance in selecting and participating in co-curricular activities.

The percentages as depicted in Table XLI are very similar to those exhibited in Table XXXV, page 129, referring to help in overcoming personal

¹¹H. H. Remmers and C. G. Hackett, Let's Listen to Youth (Chicago: Science Research Associates, Inc., 1950), p. 26.

¹²Brother Celestine, F.S.C., "Student Activities," National Catholic Educational Association Bulletin, LIV (August, 1957), 234.

TABLE XLI

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED HELP
ON HOW TO SELECT AND PARTICIPATE WISELY
IN CO-CURRICULAR ACTIVITIES?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	143	42.0	185	54.1	98	35.3	426	44.4
No	190	55.9	150	43.9	180	64.7	520	54.2
No response	7	2.1	7	2.0	0	0.0	14	1.4
Total	340	100.0	342	100.0	278	100.0	960	100.0

handicaps. The only major deviation is the fact that 14 students failed to respond to the question concerning co-curricular activities, whereas all responded to the item related to assistance received in surmounting personal handicaps.

It is evident from the figures in Table XLII, which are based on the replies of 426 students who answered "Yes" to this item, that almost four-fifths of the boys and girls received limited help as far as co-curricular activities were concerned. Only 20.4 per cent of the pupils expressed satisfaction with the assistance received.

Teacher appraisal of co-curricular activities, as shown in Table XXVIII, page 110, seems to shed some light on the reason why students were dissatisfied with the help received or why they did not seek assistance in this phase of school life. Teacher responses revealed that in almost two-fifths of the

TABLE XLII

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED HELP ON HOW TO SELECT
AND PARTICIPATE WISELY IN CO-CURRICULAR ACTIVITIES?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	27	18.9	40	21.6	20	20.4	87	20.4
Some	78	54.5	105	56.8	50	51.0	233	54.7
Very little	38	26.6	40	21.6	28	28.6	106	24.9
Total	143	100.0	185	100.0	98	100.0	426	100.0

cooperating schools provisions for guidance in this area were either weak or nonexistent. Apparently the schools in the survey were not providing major assistance as far as co-curricular activities were concerned.

Table XLIII presents a distribution of consultants as mentioned in the 481 responses of the 426 pupils who indicated that they had obtained help from some member of the school personnel regarding co-curricular activities.

It is obvious from the data that the homeroom teacher and the subject teacher were by far the main sources from which help in selecting and participating in co-curricular activities has been sought. Students from the North and South sections named the homeroom teacher with greatest frequency, while those from the suburban schools named the subject teacher as the most helpful consultant. The percentage of students citing other consultants was negligible in all three categories. It should be pointed out, however, that although the consultants were classified under ten headings, all were not

TABLE XLIII

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN SELECTING AND PARTICIPATING WISELY
IN CO-CURRICULAR ACTIVITIES?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Homeroom teacher	52	33.3	77	36.6	22	19.1	151	31.3
Subject teacher	43	27.6	59	28.0	32	27.9	134	27.8
Principal	10	6.4	31	14.7	7	6.1	48	10.0
Counselor	13	8.3	10	4.8	10	8.7	33	6.9
Coach	11	7.1	8	3.8	13	11.3	32	6.7
Club moderators	12	7.7	9	4.3	10	8.7	31	6.5
School personnel	6	3.9	6	2.9	9	7.8	21	4.4
Parents	3	1.9	6	2.9	7	6.1	16	3.3
Friends	5	3.2	2	1.0	2	1.7	9	1.9
Priest, chaplain	0	0.0	2	1.0	2	1.7	4	0.8
No one	1	0.6	0	0.0	1	0.9	2	0.4
Total	156	100.0	210	100.0	115	100.0	481	100.0

mutually exclusive. Some "club moderators," for example, functioned in the capacity of subject teachers, while several homeroom teachers were also student counselors.

Getting along with Teachers. The attitude students have toward their teachers plays an important role in the attitude they have toward the school as a whole. In pointing out the unique position teachers hold in the lives

of most adolescents, Fleege maintains that

Of all the influences in the school that of the teacher upon pupil is the strongest. It is the vibrant contact of personality with personality which stimulates in the adolescent the deepest reactions, either positive or negative, repelling him from all for which the teacher stands.¹³

Inability to "get along" with a teacher tends to stifle a student's interest in his schoolwork making his adjustment to school life all the more difficult, while a favorable teacher-pupil relationship can foster an atmosphere generating security and a feeling of personal worth.

As shown in Table XLIV, the majority of the respondents either did not receive help or did not seek it in matters pertaining to teacher-pupil relationship. It may be noted that the positive responses of students on this

TABLE XLIV

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED HELP
IN LEARNING HOW TO GET ALONG WITH YOUR TEACHERS
MORE EFFECTIVELY?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	166	48.8	209	61.1	90	32.4	465	48.5
No	174	51.2	130	38.0	186	66.9	490	51.0
No response	0	0.0	3	0.9	2	0.7	5	0.5
Total	340	100.0	342	100.0	278	100.0	960	100.0

¹³Urban H. Fleege, Self-Revelation of the Adolescent Boy (Milwaukee: The Bruce Publishing Company, 1945), p. 107.

item from the South section were approximately 12 per cent higher than the student responses from the North section and exceeded those of the students from the suburban schools by about 30 per cent.

Striking in the data disclosed in Table XLV is the number of students (81.5 per cent) who cited "some" or "very little" satisfaction with the help received in getting along with teachers.

TABLE XLV

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED HELP IN LEARNING
HOW TO GET ALONG WITH YOUR TEACHERS
MORE EFFECTIVELY?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	25	15.1	41	19.6	20	22.2	86	18.5
Some	105	63.2	117	56.0	45	50.0	267	57.4
Very little	36	21.7	51	24.4	25	27.8	112	24.1
Total	166	100.0	209	100.0	90	100.0	465	100.0

The large percentage of negative responses and the high frequency with which the boys and girls reported dissatisfaction regarding the help received in getting along with teachers seem to indicate that a serious gap in communication exists between students and teachers. A need for an improved teacher-pupil rapport is evident.

Comments appended to this question illustrate the reaction of students to certain phases in the teacher-pupil relationship about which they feel

quite strongly. That the adolescent detests favoritism is evident from the following remarks:

Too much favoritism in our school. This lessens confidence in teachers.

I don't go to my homeroom teacher for guidance because she has certain girls she favors, and I can't see the idea of pets in high school.

Favoritism and sectioning students according to ability should be eliminated.

Closely related to the problem of favoritism is that of unfairness:

I don't think some of the teachers are fair. They jump to conclusions before you have a chance to explain a matter, and sometimes they won't let you say a word.

Teachers are too busy with getting the more intelligent person ahead.

Some students complained that teachers were too impersonal:

Some nuns just teach that's all. They should try to be more friendly and interested in students outside of class.

It's January and my homeroom teacher still doesn't know who I am. It's hard to discuss personal problems with someone who doesn't know you.

A teacher ought to talk to every girl in her class at one time or another.

Some of the comments speak volumes in praise of teachers who have merited the respect and admiration of students.

Our teachers are friendly and at the same time command respect.

I feel all teachers in our school are willing to give every student any help she may need. Most of them are available after school and are willing to talk things over with the girls.

I would like to comment on our Physical Education teacher. She is terrific. She's pleasant, understanding, thoughtful, pretty, and easy to talk to. She would do anything for us, and we would do anything for her.

Table XLVI lists the types of consultants named in the 509 responses of the 465 students answering in the affirmative regarding help in getting along with teachers. Several respondents mentioned more than one consultant, while fourteen students answering "Yes" failed to name a consultant.

TABLE XLVI

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN GETTING ALONG WITH YOUR TEACHERS
MORE EFFECTIVELY?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Homeroom teacher	54	30.7	79	33.7	19	19.2	152	29.8
Subject teacher	58	33.0	66	28.2	31	31.3	155	30.5
Principal	15	8.5	26	11.1	4	4.0	45	8.8
Counselor	8	4.6	14	5.9	21	21.2	43	8.4
Parents	6	3.4	13	5.6	9	9.1	28	5.5
School personnel	13	7.4	9	3.9	5	5.1	27	5.3
Priest, chaplain, retreat master	9	5.0	13	5.6	3	3.0	25	4.9
Friends	6	3.4	9	3.9	5	5.1	20	4.0
No one	7	4.0	5	2.1	2	2.0	14	2.8
Total	176	100.0	234	100.0	99	100.0	509	100.0

The data indicate that approximately 60 per cent of the students cited the subject teacher and the homeroom teacher as the most probable members of the school personnel to be consulted on questions of inability to get along

with teachers. The percentage of the students from the North section (63.7 per cent) and the students from the South section (61.9 per cent) naming the homeroom and subject teachers as consultants exceeded that of the student responses from the suburban area (50.5 per cent). However, the responses of the latter group in favor of a counselor (21.2 per cent) were greatly in excess of that of the students from the North and South sections.

The remaining 40 per cent of the responses indicated that the principal, parents, priests, friends, and other members of the school personnel were referred to occasionally in regard to problems concerning teacher-pupil relationships.

EDUCATIONAL AND VOCATIONAL PROBLEMS

Seven questions were grouped under the title of educational and vocational problems. These were related to such phases, as planning the high school program, overcoming class work difficulties, improving study habits, getting information about educational opportunities in colleges, vocational opportunities and requirements, part-time job opportunities, and planning for the future.

Planning the High School Program. One of the most common problems in the secondary school is the student's planning of his own academic program. He definitely needs help in assessing realistically his abilities, interests, and aptitudes so that he can be steered away from an unwise selection of courses that would eventually lead to disappointment, frustration, and failure. By means of tests, personal contact, and a sincere interest in the welfare of each individual, the student should be guided in choosing a program that will

best aid him in becoming a finished man of character, equipped for success in this life and in the next.

The replies in Table XLVII strike an optimistic note, for slightly more than four out of five students (82.6 per cent) answered that they have been helped in selecting appropriate courses for the academic year.

TABLE XLVII

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU BEEN HELPED
IN PLANNING YOUR HIGH SCHOOL PROGRAM?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	265	77.9	291	85.1	237	85.2	793	82.6
No	75	22.1	51	14.9	41	14.8	167	17.4
No response	0	0.0	0	0.0	0	0.0	0	0.0
Total	340	100.0	342	100.0	278	100.0	960	100.0

The positive responses of the boys and girls from the South section and the suburbs exceeded those from the North section by approximately 5 per cent. The total percentage of affirmative responses is slightly lower than the 89.1 per cent reported by the students participating in Custer's study.¹⁴

The extent to which assistance was given to students planning their high school program is shown in Table XLVIII. About three out of five students (59.6 per cent) reported "some" help in this area, while slightly more than

¹⁴Custer, op. cit., p. 43.

one-fourth (27.2 per cent) cited "a great deal" of help in selecting appropriate academic subjects.

TABLE XLVIII
THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU BEEN HELPED IN PLANNING
YOUR HIGH SCHOOL PROGRAM?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	71	26.8	94	32.3	51	21.5	216	27.2
Some	158	59.6	120	51.5	165	69.6	473	59.6
Very little	36	13.6	47	16.2	21	8.9	104	13.2
Total	265	100.0	291	100.0	237	100.0	793	100.0

Analysis of the data indicates a slight divergence in the percentages of responses in so far as the students from the South section reported a higher percentage of frequency indicating "a great deal" of assistance than the students from the other two areas.

Table XLIX, listing the types of consultants who helped the students most in adjusting their academic program, is based upon 858 responses received from 793 pupils who answered "yes" to this item.

The statistics in Table XLIX indicate the importance the respondents placed on the advice of the homeroom teacher and the principal on problems relating to selection of courses of study. The homeroom adviser was mentioned in 31.7 per cent of all responses, while the principal was cited by 27 per cent of the students. The counselor as a curricular consultant held

TABLE XLIX

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN PLANNING YOUR HIGH SCHOOL PROGRAM?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Homeroom teacher	83	29.8	106	34.8	83	30.2	272	31.7
Principal	95	34.2	106	34.8	31	11.2	232	27.0
Subject teacher	34	12.2	40	13.1	31	11.2	105	12.3
Counselor	36	12.9	11	3.6	45	16.4	92	10.7
Parents	20	7.2	18	5.9	28	10.2	66	7.7
Dean of studies	1	0.4	0	0.0	47	17.1	48	5.6
School personnel	9	3.3	9	3.0	6	2.2	24	2.8
Assistant principal	0	0.0	14	4.5	4	1.5	18	2.1
No one	0	0.0	1	0.3	0	0.0	1	0.1
Total	278	100.0	305	100.0	275	100.0	858	100.0

a leading position in the suburban schools. It is significant to note that in all three categories the parents played a minor, but rather important role, in assisting their youngsters in choosing subjects for the academic year. A point worth noting here is whether this cooperation was a matter of parental pressure or simply a gesture of good will and encouragement.

Improving Study Habits. Many of the students who underachieve or fail in their school work are handicapped by lack of knowledge concerning proper habits of study. Because most students need assistance in learning how to

study effectively, one of the guidance responsibilities of the school is to make definite provisions for training pupils in acquiring good study techniques.

A setting conducive to study and an integrated pattern of work, including the effective organization of learning materials and the wise use of study time, are basic in developing efficient study habits. Subject teachers may be of great assistance to students with situational study problems, but learning difficulties that stem from some emotional disturbance are problems that can be best handled by a competent counselor.

It is evident from the data noted in Table L that 72 per cent of the students received assistance in overcoming poor study skills and habits.

TABLE L

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED
SPECIAL GUIDANCE ON HOW TO IMPROVE
YOUR STUDY HABITS?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	244	71.8	258	75.4	189	68.0	691	72.0
No	95	27.9	83	24.3	89	32.0	267	27.8
No response	1	0.3	1	0.3	0	0.0	2	0.2
Total	340	100.0	342	100.0	278	100.0	960	100.0

A study of the frequencies of positive responses further reveals that the respondents from the South section reported the highest percentage (75.4 per cent), while those from the suburban schools ranked lowest (68.0 per cent).

This is rather surprising since, according to the administrator's report (Table X, page 66), the schools in the South section made no organized provisions for remedial measures in study skills, whereas the schools in the other two sections did. The student responses from the schools in the South section, however, tend to confirm the administrator's statement that development of good study skills was well provided by the subject teachers and the homeroom moderators.

Included in the 72 per cent of students who answered in the affirmative regarding help in improving study habits were 691 respondents. According to Table LI, more than three-fifths (61.1 per cent) reported receiving "some" help, while 22.1 per cent indicated "a great deal" of help.

TABLE LI

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED SPECIAL GUIDANCE
ON HOW TO IMPROVE YOUR STUDY HABITS?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	42	17.2	71	27.5	40	21.2	153	22.1
Some	162	66.4	145	56.2	115	60.8	422	61.1
Very little	40	16.4	42	16.3	34	18.0	116	16.8
Total	244	100.0	258	100.0	189	100.0	691	100.0

It is encouraging to note that the majority of the boys and girls (83.2 per cent) felt that they could turn to someone in school for guidance in

developing adequate study skills and habits. Only one out of six indicated dissatisfaction with the help received in this particular area.

It may be inferred from the statistics in Table LII that 45.2 per cent of the students sought assistance in academic matters concerning study skills from the subject teachers, and 33.8 per cent appealed to the homeroom teachers for this type of guidance.

TABLE LII

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN IMPROVING YOUR STUDY HABITS?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Subject teacher	119	48.0	122	45.5	87	41.4	328	45.2
Homeroom teacher	93	37.6	115	43.0	37	17.6	245	33.8
Counselor	10	4.0	6	2.2	48	22.9	64	8.8
Principal	9	3.6	10	3.7	4	1.9	23	3.2
School personnel	9	3.6	6	2.2	8	3.8	23	3.2
Librarian	4	1.6	4	1.5	4	1.9	12	1.6
Parents	1	0.4	2	0.8	7	3.3	10	1.4
Dean of studies	0	0.0	0	0.0	10	4.8	10	1.4
Friends	2	0.8	3	1.1	4	1.9	9	1.2
No response	1	0.4	0	0.0	1	0.5	2	0.2
Total	248	100.0	268	100.0	210	100.0	726	100.0

It is obvious from the statistics in Table LII that the counselor was referred to by 22.9 per cent of the pupils in the suburban schools, but certainly was not thought of as a major source of assistance by students from the participating schools in the North and South sections. The low percentage naming the librarian who, according to the administrators' report, was one of the persons actively engaged in this remedial phase of learning, was, perhaps, due to the fact that some students included the librarian in the category of "school personnel." It is of interest to see that only two students who admitted receiving help in improving study habits had not mentioned any specific consultant.

Overcoming Academic Difficulties. Failure to meet the required standards of scholarship, as well as difficulties in class work, constitutes a source of anxiety to many adolescents. According to the findings of Fleege¹⁵ and Knoebber,¹⁶ both high school boys and high school girls rank studies and examinations first among their worries. In dealing with problems related to academic failure, the school personnel should provide a definite plan of action wherein the basic causes of the student's difficulty can be identified and proper remedial procedures recommended.

Table LIII summarizes the responses to the question concerning help received in overcoming special difficulties in certain courses. About three

¹⁵Fleege, op. cit., p. 312.

¹⁶Sister Mildred Knoebber, O.S.B., Self-Revelation of the Adolescent Girl (Milwaukee: The Bruce Publishing Co., 1936), p. 148.

out of five (60.2 per cent) students indicated that they found help in coping with subjects that caused them difficulty.

TABLE LIII

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU BEEN ASSISTED
IN OVERCOMING SPECIAL DIFFICULTIES
IN YOUR CLASS WORK?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	206	60.6	212	62.0	160	57.5	578	60.2
No	132	38.8	130	38.0	115	41.4	377	39.3
No response	2	0.6	0	0.0	3	1.1	5	0.5
Total	340	100.0	342	100.0	278	100.0	960	100.0

The responses of students from the North and South sections were almost identical in the positive and negative categories. Custer in her study reported a significantly higher percentage of students (86.6 per cent) who knew someone in school with whom they could discuss their difficulties in attaining passing grades.¹⁷

According to Table LIV, approximately two thirds (65.7 per cent) of the students in the combined areas affirmed that "some" help was rendered to them in encountering academic difficulties. About one-sixth of the respondents indicated either "a great deal" or "very little" help in regard to this phase of learning.

¹⁷Custer, op. cit., p. 45.

TABLE LIV

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU BEEN ASSISTED IN OVERCOMING
SPECIAL DIFFICULTIES IN YOUR CLASS WORK?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	35	17.0	27	12.7	34	21.2	96	16.6
Some	136	66.0	140	66.0	104	65.0	380	65.7
Very little	35	17.0	45	21.3	22	13.8	102	17.7
Total	206	100.0	212	100.0	160	100.0	578	100.0

Voluntary comments on this question give some idea why students were not helped or did not seek assistance in overcoming academic difficulties. The following statements are typical:

Didn't want to bother anyone.

Teachers are too busy with getting the more intelligent person ahead.

We have scholarship clubs for the mentally gifted but nothing for those who have difficulties with their school work.

I am often too shy to ask for help.

We haven't been encouraged strongly enough to seek help when we were failing in certain subjects.

Teachers should try to help a slower student without making him feel uneasy. I believe more friendliness and trust on the part of the teacher would help a lot.

Table LV summarizes the 595 responses from the 578 students who gave an affirmative answer to the questionnaire regarding help received in overcoming difficulties in certain subject matter areas.

TABLE LV

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN OVERCOMING SPECIAL DIFFICULTIES
IN YOUR CLASS WORK?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Subject teacher	153	73.6	141	64.4	109	64.8	403	67.7
Homeroom teacher	36	17.3	57	26.0	15	8.9	108	18.2
Counselor	6	2.9	8	3.7	19	11.3	33	5.6
Principal	3	1.4	9	4.1	4	2.4	16	2.6
School personnel	4	2.0	0	0.0	8	4.8	12	2.0
Friends	3	1.4	4	1.8	8	4.8	15	2.5
Parents	3	1.4	0	0.0	4	2.4	7	1.2
No one	0	0.0	0	0.0	1	0.6	1	0.2
Total	208	100.0	219	100.0	168	100.0	595	100.0

More than two-thirds (67.7 per cent) of the responses in Table LV were concentrated upon the subject teacher as the most popular consultant on questions of academic failure. This represents the highest percentage of students naming the subject teacher in response to any question. Since problems of this nature involve classroom relationships, it seems logical for subject teachers to render greatest service in this area of guidance. By way of comparison, the students from the North section named the subject teacher with the greatest frequency; the students from the South section mentioned the homeroom teacher with a considerable degree of higher frequency than the

students from the other two areas; and the percentage of responses from the students in the suburban schools exceeded the percentages in the other two categories as far as the counselor was concerned. It is evident from the foregoing data related strictly to academic problems that the counselor was not considered a major consultant in rendering guidance to students in need of this type of assistance.

Information About Post-High School Education. The counselor or any other responsible faculty member in advising students as to the selection of a higher institution of learning should make available all the necessary information that is essential to adequate preparation and intelligent choice. This post-school planning should include such basic topics as collegiate curricular offerings, requirements for admission, financial costs, sources of scholarships and student aid, and the accreditation status of the school. It must also assist students in considering their abilities, interests, needs, and scholastic achievement.

It is significant to note in Table LVI the very large percentage of students (94.3 per cent) who indicated that they received information about educational opportunities in college. This response is one of the highest received through the questionnaire.

The similarity of percentages in all three categories suggests that the reporting schools made provisions for disseminating information essential to intelligent choice and adequate preparation for education beyond high school. This percentage corroborates the satisfactory rating given to this item by most of the teachers participating in this study. As indicated in

TABLE LVI

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED
INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES
IN COLLEGE?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	325	95.6	318	93.0	262	94.2	905	94.3
No	15	4.4	24	7.0	16	5.8	55	5.7
No response	0	0.0	0	0.0	0	0.0	0	0.0
Total	340	100.0	342	100.0	278	100.0	960	100.0

Table XXVIII, page 110, more than two-fifths (44.5 per cent) of the teachers regarded dissemination of educational information a strong feature of the guidance program.

It is apparent from the data in Table LVII that there was a definite tendency toward rating the assistance received regarding post-high school education to a rather high degree. A majority of the students (87.2 per cent) indicated "a great deal" and "some" satisfaction with the assistance rendered in this area. Only one out of eight students (12.8 per cent) considered this help inadequate or unsatisfactory.

Some students characterized their negatively-toned responses with the following remarks:

Guidance officers should give more assistance to students than merely loaning college catalogues.

Explain scholarship opportunities and student loans more carefully and more completely.

TABLE LVII

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED INFORMATION ABOUT
EDUCATIONAL OPPORTUNITIES IN COLLEGE?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	145	44.6	125	39.3	121	46.2	391	43.2
Some	135	41.5	147	46.2	116	44.3	398	44.0
Very little	45	13.9	46	14.5	25	9.5	116	12.8
Total	325	100.0	318	100.0	262	100.0	905	100.0

Why is it that Catholic colleges are being pushed?

We'd like more information on Newman clubs in non-Catholic colleges.

Counseling for college should begin sooner. When one becomes a senior, his high school days are almost over. If he's not counseled from the beginning he is literally stuck in his senior year.

I think students should have the opportunity to learn about college before they are seniors. Otherwise how can they hope to meet the requirements? Certainly they can't do this in one year.

Do not condemn the state-run colleges and universities. Instead point out the good and bad points and help the student decide which school is best suited for him. We need to know very much about the school we will attend.

Visits to neighboring colleges would be greatly appreciated.

I think that high school work should offer a greater challenge for the college prep students.

I believe that better planning of individual programs beginning with the freshman year would be a great help in meeting college requirements.

Table LVIII categorizes the 1044 responses from the 905 students who received assistance in matters concerning higher education. A number of respondents indicated several consultants as sources of help in this phase of guidance. Noteworthy, however, is the dissimilarity between the students' responses in the three areas. The counselor was a popular choice of the

TABLE LVIII

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN GETTING INFORMATION ABOUT EDUCATIONAL
OPPORTUNITIES IN COLLEGE?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Counselor	98	26.9	53	14.7	99	31.0	250	23.9
Homeroom teacher	62	17.0	89	24.7	48	15.0	199	19.1
Subject teacher	64	17.6	75	20.7	42	13.1	181	17.3
Principal	47	12.9	63	17.4	46	14.4	156	14.9
College representative	66	18.2	46	12.7	38	11.9	150	14.4
School personnel	7	2.1	20	5.6	39	12.1	66	6.4
Librarian	9	2.5	9	2.5	3	0.9	21	2.0
Parents	9	2.5	5	1.4	5	1.6	19	1.8
Friends	1	0.3	1	0.3	0	0.0	2	0.2
Total	363	100.0	361	100.0	320	100.0	1044	100.0

students in the North section and the suburban schools, while the homeroom teacher was mentioned with greatest frequency by students from the South section. The 23.9 per cent of the total choices accorded the counselor would

seem to indicate that approximately one out of four students considered him most helpful in imparting information about educational opportunities in colleges and universities. The subject teacher, principal, and college representatives were also referred to as valuable sources of help on questions of this nature.

Information About Vocational Opportunities and Requirements. In the American culture, vocation plays an important role in the lives of both men and women. Vocational adjustment is a key adjustment.¹⁸ A majority of high school boys and girls are concerned with problems relating to selection and training for a specific vocation. The need for vocational guidance becomes more acute during the senior year for it is at this time that the student must make a decision regarding the future. According to a recent investigation in which this problem was studied among 2,000 high school boys, it was found that over two-thirds of the boys in Catholic high schools were not decided on the question of their vocation, and for three out of four of these, this problem was serious enough to become a major source of worry.¹⁹ The urgent need for more help in choosing and preparing for an occupation also was voiced by former students in answer to a general question included on many questionnaires, "How could the school have been more helpful to you?" Among the 500 responses to this question, two answers stood out: "The school

¹⁸William H. McCreary and Donald E. Kitch, "Now Hear Youth," Bulletin of the California State Department of Education, XXII (October, 1953), 14.

¹⁹Fleege, op. cit., p. 96.

should have provided more exploration and preparation for vocations and more vocational guidance and placement."²⁰

Table LIX reveals that a relatively high number (94 per cent) of students received information about vocational and occupational opportunities and requirements. The percentages follow an almost identical pattern in each of the three areas regarding both positive and negative responses. There is also a marked similarity between these responses and the responses in Table LVI, page 156, regarding help received in getting information about post-high school education. The total percentage of positive responses compares favorably with Custer's study which showed that less than 65 per cent of all students questioned knew of anyone in the school who could help them in choosing an occupation.²¹

TABLE LIX

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED
INFORMATION ABOUT VOCATIONAL OPPORTUNITIES
AND REQUIREMENTS?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	320	94.1	322	94.2	260	93.5	902	94.0
No	20	5.9	20	5.8	18	6.5	58	6.0
No response	0	0.0	0	0.0	0	0.0	0	0.0
Total	340	100.0	342	100.0	278	100.0	960	100.0

²⁰McCreary and Kitch, op. cit., p. 15.

²¹Custer, op. cit., p. 63.

In Table LX may be seen the extent to which vocational and occupational information services were provided as an integral part of the total guidance program. Evidently this is one of the very few services rated to a rather high degree by the students. About 44 per cent cited that they had received "a great deal" of help and an almost equal number (43.5 per cent) reported "some" help in this area. The students tended to rate this service higher than the teachers who, according to the data in Table XVIII, page 89, gave this item a fair rating.

TABLE LX

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED INFORMATION ABOUT
VOCATIONAL OPPORTUNITIES AND REQUIREMENTS?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	147	45.9	145	45.0	109	41.9	401	44.4
Some	133	41.6	134	41.6	125	48.1	392	43.5
Very little	40	12.5	43	13.4	26	10.0	109	12.1
Total	320	100.0	322	100.0	260	100.0	902	100.0

That the students, in general, feel a need for more occupational and vocational guidance is evidenced by the following typical statements:

More help should be given to job-hunting seniors.

College preparation and guidance is adequate, but a lot more information on jobs and careers is desired.

More career conferences should be given in such fields as journalism and engineering.

Many teachers take it for granted that most of the students are going on to college. More help about jobs and careers should be given to those who aren't.

Information on various occupations should be emphasized from the freshman year on.

Our school doesn't have a vocational counselor. Of course, there are always the teachers, but they do not have sufficient information about the various jobs and careers.

I think there should be more talks on job opportunities instead of always pushing college, because there are many girls who will have to put their younger brothers and sisters through school and won't be able to go to college.

More talks on the business world, especially on how to get along with people.

I would recommend vocational lectures at least once a month by prominent men in their own field of endeavor. This type of program would show the students what they can attain in a particular occupation.

I feel that there should be some sort of a vocational guidance course which could be held weekly throughout the four years of high school.

More discussion and literature on job opportunities would be a great help.

Book-learning and grades are emphasized so much that there is practically no time for vocational and occupational guidance.

Table LXI shows that 902 pupils, who answered in the affirmative concerning help received about vocational opportunities and occupational information, named a total of 1048 consultants as sources of help on this problem.

The counselor as shown in Table LXI was mentioned as consultant in more than one-fifth (23.9 per cent) of all responses. Since this represents the highest percentage of pupils naming the counselor in response to any question, it may be safe to assume that the counselors have rendered most service in this phase of guidance. The first choice accorded the counselor by students

TABLE LXI

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN GETTING INFORMATION ABOUT VOCATIONAL
OPPORTUNITIES AND REQUIREMENTS?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Counselor	100	27.2	70	18.5	101	33.2	271	25.9
Subject teacher	79	21.5	67	17.8	57	18.8	203	19.3
Homeroom teacher	68	18.5	88	23.3	31	10.2	187	17.8
Priest, chaplain, spiritual director	49	13.3	62	16.5	31	10.2	142	13.5
Principal	25	6.8	47	12.5	32	10.5	104	9.9
School personnel	15	4.1	23	6.1	30	9.9	68	6.6
College representative	22	6.1	19	5.0	17	5.6	58	5.5
Business representative	8	2.2	0	0.0	1	0.3	9	0.9
Parents	1	0.3	1	0.3	4	1.3	6	0.6
Total	367	100.0	377	100.0	304	100.0	1048	100.0

in this study is in agreement with the choice made by students in Custer's study with a slight variation in the percentage of responses.²² In both studies the subject teacher and the homeroom moderator were ranked second and third as most helpful consultants on the choice of occupations. It is

²²Ibid., p. 64.

interesting to note that only six responses (0.6 per cent) indicated parents as major sources of help.

Information About Part-Time Employment. Closely allied with vocational and occupational guidance is the problem of part-time employment. Remmers and Hackett advocate part-time jobs during the school year. They assert that part-time jobs offer valuable clues as to the youngster's ability and interest in various work helping to prepare him to fit into the adult world.²³

From the statistics in Table LXII it appears that more than half (58.3 per cent) of the students have not received any assistance regarding part-time job opportunities. This total, however, represented 70.1 per cent of the responses from students in the suburban schools in contrast to about 51.5 per cent from the students in the North section and 55.6 per cent from the students in the South section.

TABLE LXII

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED
INFORMATION REGARDING PART-TIME
JOB OPPORTUNITIES?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	165	48.5	152	44.4	83	29.9	400	41.7
No	175	51.5	190	55.6	195	70.1	560	58.3
No response	0	0.0	0	0.0	0	0.0	0	0.0
Total	340	100.0	342	100.0	278	100.0	960	100.0

²³Remmers and Hackett, op. cit., p. 40.

Only 41.7 per cent of the respondents indicated that someone helped them with the problem of obtaining part-time employment. This is the lowest percentage of positive responses given to any item of the questionnaire. The student responses from schools in the North and South sections were similar in both the positive and negative categories.

As will be observed in Table LXIII, 54.8 per cent of the 400 students receiving help on part-time working problems, reported limited assistance, while 31.2 per cent felt that they had received "very little" help in this area. The latter is the highest percentage of students reporting unsatisfactory assistance in answer to any question included in the student survey.

TABLE LXIII

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED INFORMATION
REGARDING PART-TIME JOB OPPORTUNITIES?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	25	15.2	18	11.8	13	15.7	56	14.0
Some	90	54.5	86	56.6	43	51.8	219	54.8
Very little	50	30.3	48	31.6	27	32.5	125	31.2
Total	165	100.0	152	100.0	83	100.0	400	100.0

There seemed to be a fairly close agreement on the student's and the counselor's rating of this item. According to Table XXI, page 96, approximately 70 per cent of the participating counselors considered this phase of guidance "limited" as compared with the 86 per cent of the students who also

indicated "limited" help in seeking assistance and information about part-time job opportunities. On the whole, there is definite indication that this practice, at least among the schools in this study, was not very extensive.

The statistics in Table LXIV show that the 400 students who have been informed about part-time employment mentioned a total of 415 consultants who rendered service regarding part-time work.

TABLE LXIV

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST REGARDING PART-TIME JOB OPPORTUNITIES?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Principal	40	23.1	40	25.5	16	18.8	96	23.1
Subject teacher	34	19.6	46	29.3	11	12.9	91	21.9
Counselor	36	20.8	12	7.6	13	15.2	61	14.7
School personnel	22	12.7	13	8.2	24	28.2	59	14.3
Homeroom teacher	20	11.6	26	16.6	6	7.1	52	12.5
Parents	7	4.0	14	9.0	6	7.1	27	6.5
Friends	11	6.4	5	3.2	6	7.1	22	5.3
No one	3	1.8	1	0.6	3	3.6	7	1.7
Total	173	100.0	157	100.0	85	100.0	415	100.0

It is of some interest to note that in connection with this problem, the principal was named by 23.1 per cent of students as a major source of help in obtaining a part-time job. The subject teacher was also selected by a

sizeable number of pupils as having been most helpful. The counselor was named with a marked degree of frequency (20.8 per cent) by students from the North section, while preference was given to the homeroom teacher by students from the South section. Seven students felt that no one gave them help in securing a part-time job. There is close similarity between the present findings and the findings of Custer's study.²⁴ Students in both surveys ranked in order of frequency the principal, subject teacher, counselor, school personnel, and homeroom teacher as major consultants on questions of part-time employment.

Planning for the Future. It is evident from the data in Table LXV that 70.8 per cent of the students received help in discussing their plans for the future. This percentage, however, is relatively lower than the 86.5 per cent of respondents in Custer's study who checked a similar item.²⁵

TABLE LXV

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED ASSISTANCE IN PLANNING YOUR FUTURE?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	231	67.9	246	71.9	203	73.0	680	70.8
No	108	31.8	95	27.8	75	27.0	278	29.0
No response	1	0.3	1	0.3	0	0.0	2	0.2
Total	340	100.0	342	100.0	278	100.0	960	100.0

²⁴Custer, op. cit., p. 66.

²⁵Ibid., p. 60.

It should be noted that the affirmative responses on future planning from the students in the suburban schools and the students from the South section exceeded those of the students from the North section by approximately 5 per cent. It is interesting to compare the findings of this study with the findings of Fleege's study which reports a much lower percentage of responses indicating assistance received regarding future lifework. Only two-fifths of the participating pupils affirmed that the school had helped them in making plans for the future.²⁶ It is evident that over a period of fourteen years definite strides have been made in this area of guidance.

The responses classified in Table LXVI indicate that 56 per cent of the students received "some" advice in choosing a state of life, while 28.7 per cent received "a great deal" of help on problems concerning future plans.

TABLE LXVI

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED ASSISTANCE
IN PLANNING FOR FUTURE?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	68	29.4	74	30.1	53	26.1	195	28.7
Some	130	56.3	124	50.4	127	62.6	381	56.0
Very little	33	14.3	48	19.5	23	11.3	104	15.3
Total	231	100.0	246	100.0	203	100.0	680	100.0

²⁶Fleege, op. cit., p. 99.

Some of the students who felt that they have received "very little" help with problems of this nature qualified their responses by such comments as the following:

More time should be spent on planning for the future. The only help I received concerning future plans was in the homemaking classes. The teacher discussed problems that arise in real life situations.

I think there should be a school counselor whose sole duty would be to help our future. I've never felt that I received enough help when I went to the homeroom teacher. No one ever talked to me about my talents and aptitudes.

As a senior I am befuddled as to the career I should choose and courses I should take in college only because no one has taken time to inform me about these opportunities. I ordered loads of pamphlets but nothing can replace personal answers to questions most frequently asked. Many problems can be settled by just a helping hand.

We don't receive enough information about plans for the future. If this is given, it is directed chiefly to the senior groups. In my opinion, it ought to start with the freshman groups and should be continued throughout all four years.

It would be better to discuss our future career without a 10 minute time limit.

Help us understand more fully the kind of world we're getting into.

From the study of Table LXVII it can be readily seen that the counselor emerged as the major source of help on problems concerning future plans. The 680 pupils who were aware of a source of help for this problem mentioned 775 consultants. Of the persons mentioned by the students 24.9 per cent named the counselor in preference to other faculty members. This is in agreement with the responses in Custer's study in which the counselor was mentioned as

TABLE LXVII

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN PLANNING YOUR FUTURE?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Counselor	77	29.9	40	14.6	76	31.3	193	24.9
Homeroom teacher	51	19.7	83	30.2	33	13.6	167	21.5
Subject teacher	56	21.7	51	18.6	38	15.6	145	18.7
Parents	29	11.2	32	11.7	38	15.6	99	12.8
Principal	12	4.6	40	14.5	22	9.1	74	9.5
Priest, chaplain, spiritual director	14	5.4	13	4.8	10	4.1	37	4.8
School personnel	6	2.4	12	4.4	19	7.8	37	4.8
College and business representative	13	5.1	3	1.2	7	2.9	23	3.0
Total	258	100.0	274	100.0	243	100.0	775	100.0

the adviser most frequently referred to on questions pertaining to choice of a state of life.²⁷

According to the statistics in Table LXVII, the students from the South section named the homeroom teacher with somewhat greater frequency than the students from the North section and the suburbs. About one-eighth (12.8 per cent) of the respondents mentioned parents as having been most helpful.

²⁷Custer, op. cit., p. 61.

This percentage is the highest accorded the parents in response to any item included in the student questionnaire.

MORAL AND RELIGIOUS PROBLEMS

Two questions were included in the moral religious category of problems. These referred to doubts regarding religious matters and boy-girl relationships with emphasis on dating and "going steady." The latter, because of its moral implications, was included in this phase of guidance.

Doubts Regarding Religious Matters. The data in Table LXVIII present one of the highest percentages (93.1 per cent) of positive responses of boys and girls who indicated that they had received assistance in discussing doubts regarding matters of religious beliefs. This percentage, however, is

TABLE LXVIII

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED ASSISTANCE IN DISCUSSING DOUBTS AS TO WHAT IS MORALLY RIGHT OR WRONG?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	321	94.4	315	92.1	258	92.8	894	93.1
No	19	5.6	26	7.6	19	6.8	64	6.7
No response	0	0.0	1	0.3	1	0.4	2	0.2
Total	340	100.0	342	100.0	278	100.0	960	100.0

lower than that reported in Custer's study which revealed that 97 per cent of the participating students knew someone within the school to whom they could

take their religious doubts.²⁸ The groups of students in the present study differed very little in the percentage of responses in the three separate categories. All but two students cooperated in giving a response to this question.

It is significant to note in Table LXIX that 51.7 per cent of the students reported "a great deal" of assistance on problems concerning religious doubts. This was the highest percentage reported for any problem by students who indicated satisfaction with the help received.

TABLE LXIX

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES"
TO THE QUESTION, "HAVE YOU RECEIVED ASSISTANCE
IN DISCUSSING DOUBTS AS TO WHAT IS
MORALLY RIGHT OR WRONG?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	165	51.4	162	51.4	135	52.3	462	51.7
Some	115	35.8	115	36.5	107	41.5	337	37.7
Very little	41	12.8	38	12.1	16	6.2	95	10.6
Total	321	100.0	315	100.0	258	100.0	894	100.0

A striking difference between the responses of the students in the three categories was in the area of "very little" assistance. The respondents from the North and South sections reported an average of 12.4 per cent in contrast

²⁸Ibid., p. 75

to the students from the suburban schools who reported 6.2 per cent indicating very limited assistance in discussing questions on doubts as to what is morally right or wrong. In general, the data indicate the high degree of emphasis placed on moral and religious guidance in the participating Catholic high schools.

In Table LXX have been classified the 1027 responses as to consultants proposed by 894 students who indicated a positive response concerning available help on problems of religious doubts. Strikingly outstanding is the preponderance of religious (75.5 per cent) in the guidance personnel on questions of this nature. Students from the South section showed preference for the

TABLE LXX

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN DISCUSSING DOUBTS AS TO WHAT IS
MORALLY RIGHT OR WRONG?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Subject teacher	160	44.2	113	30.4	128	43.5	401	39.1
Priest, chaplain, retreat master	108	29.8	153	41.2	114	38.8	375	36.4
Homeroom teacher	62	17.1	67	18.1	20	6.8	149	14.5
Counselor	12	3.3	14	3.8	13	4.4	39	3.8
Parents	8	2.2	7	1.9	10	3.4	25	2.4
Principal	4	1.2	13	3.5	6	2.1	23	2.3
School personnel	8	2.2	4	1.1	3	1.0	15	1.5
Total	362	100.0	371	100.0	294	100.0	1027	100.0

priest, chaplain, or retreat master, while the respondents from the North section and the suburbs reported the subject teacher with the greatest frequency. Apparently the same overlapping is found in naming consultants as mentioned previously. In most instances the subject teachers were priests, chaplains, or spiritual directors, and vice versa. The homeroom teacher seemed to have been most helpful to students in the North and South sections, while parents were recognized as a source of help to students in the suburban schools. A similar pattern of response bringing the religious personnel into first place was also found in Custer's study.²⁹ In view of the fact that most of the faculty members in the schools participating in this survey were religious and have had special training in the field of religious and moral problems, it may be concluded that they were well qualified to assist the students with these problems.

Questions on Dating and "Going Steady." It is evident from the data in Table LXXI that 94.4 per cent of the students admitted the fact that they had received assistance in discussing questions on dating and "going steady." This is the highest percentage recorded for any item on the questionnaire. It is also slightly higher than the 91 per cent of student responses reported in Custer's investigation.³⁰ The high frequency of the responses indicates student concern with problems involving boy-girl relationships and their recourse to qualified persons for assistance in this area. It may be assumed

²⁹Ibid., p. 77.

³⁰Ibid., p. 68.

TABLE LXXI

STUDENT RESPONSES TO THE QUESTION, "HAVE YOU RECEIVED
ASSISTANCE IN DISCUSSING QUESTIONS
ON DATING AND 'GOING STEADY'?"

Responses	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	320	94.1	320	93.6	266	95.7	906	94.4
No	20	5.9	20	5.8	12	4.3	52	5.4
No response	0	0.0	2	0.6	0	0.0	2	0.2
Total	340	100.0	342	100.0	278	100.0	960	100.0

that in spite of the high percentage of positive responses, there is need for further study not only of the nature of these problems but also of techniques of helping students to meet these problems more constructively.

Table LXXII shows the degree to which assistance on problems involving boy-girl relationships was available. About 48 per cent of the students

TABLE LXXII

THE EXTENT OF HELP RECEIVED BY STUDENTS WHO RESPONDED "YES" TO THE
QUESTION, "HAVE YOU RECEIVED ASSISTANCE IN DISCUSSING
QUESTIONS ON DATING AND 'GOING STEADY'?"

Extent	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
A great deal	146	45.6	162	50.6	128	48.1	436	48.1
Some	136	42.5	125	39.1	113	42.5	374	41.3
Very little	38	11.9	33	10.3	25	9.4	96	10.6
Total	320	100.0	320	100.0	266	100.0	906	100.0

cited "a great deal" of help, while 41.3 per cent reported limited assistance. Only one out of ten students felt that they received "very little" help with these problems.

The statistics in Table LXXIII are based on the 1068 responses naming the largest number of consultants by 906 students who reported knowledge of receiving help on problems pertaining to dating and "going steady."

TABLE LXXIII

STUDENT RESPONSES TO THE QUESTION, "WHO HELPED YOU MOST
IN DISCUSSING QUESTIONS ON DATING
AND 'GOING STEADY'?"

Type of consultant	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Priest, chaplain, retreat master	120	32.2	176	45.2	107	34.9	403	37.7
Subject teacher	124	33.3	96	24.6	139	45.4	349	33.6
Homeroom teacher	76	20.4	66	16.9	26	8.5	168	15.7
Counselor	23	6.2	21	5.4	18	5.9	62	5.8
Parents	7	1.9	8	2.1	11	3.6	26	2.4
Principal	5	1.3	17	4.3	2	0.7	24	2.3
School personnel	9	2.5	6	1.5	3	1.0	18	1.7
Friends	8	2.2	0	0.0	0	0.0	8	0.8
Total	372	100.0	390	100.0	306	100.0	1068	100.0

The most noteworthy fact to be gathered from the categorized data is the preference of the students for the priest, chaplain, retreat master or the

subject teacher who in most instances was the religion teacher. The homeroom teacher and the counselor were mentioned with greater frequency by students from the North section. It is surprising to see that only 2.4 per cent of the respondents referred to their parents as consultants on moral problems of this nature. It is evident that adolescents usually turned to someone outside of the family circle who might counsel them on matters concerning boy-girl relationships.

Reasons Given by Students for Not receiving Help with Some of Their Problems. The students appeared to be very candid and outspoken in presenting reasons for not having been able to get help with some of their problems. The answers to this query, though quite varied, are summarized in Table LXIV. Although a total of 1014 responses was drawn from the 890 cooperating students, 7.3 per cent failed to answer this item, thereby producing the largest number of omissions on the questionnaire.

The most important reasons propounded by the respondents seemed to revolve around the pupil, the teacher, lack of time, and lack of communication. It is significant to note that 63.1 per cent of the replies indicated personal reasons for not requesting help. The data reveal that 15 per cent of the pupils in the combined categories did not ask for help, 10.2 per cent asserted that they had no serious problem and didn't need help, while 10.4 per cent either weren't interested, didn't take advantage, or tried to solve their own problems. It is obvious from the foregoing replies that approximately 35 per cent of the students accepted a rather high degree of responsibility for not getting help with their problems. The remaining 27.5 per cent of responses based on personal reasons were connected with shyness, fear, lack of

TABLE LXXIV

REASONS WHY STUDENTS DID NOT RECEIVE HELP
WITH SOME OF THEIR PROBLEMS

Reasons	North		South		Suburbs		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Didn't ask help	54	14.4	60	17.7	38	12.7	152	15.0
Teachers too busy	55	14.6	47	13.9	33	11.0	135	13.3
Too shy, afraid	48	12.8	44	12.9	27	9.0	119	11.7
Lack of time	29	7.7	30	8.9	50	16.7	109	10.7
Didn't need help, no serious problem	25	6.7	36	10.6	42	14.1	103	10.2
Teachers didn't offer help, not interested	52	13.8	35	10.3	11	3.7	98	9.7
Tried to solve own problems	13	3.4	11	3.2	19	6.4	43	4.2
Problems too personal	15	3.9	14	4.1	11	3.7	40	3.9
Not interested	16	4.3	9	2.7	14	4.7	39	3.8
No organized program	19	5.1	6	1.8	4	1.3	29	2.9
Didn't take advantage	11	2.9	7	2.1	6	2.0	24	2.4
Not enough counselors	6	1.6	5	1.5	8	2.7	19	1.9
Embarrassed, find it hard to ask	5	1.3	4	1.2	3	1.0	12	1.2
Miscellaneous	28	7.5	31	9.1	33	11.0	92	9.1
Total	376	100.0	339	100.0	299	100.0	1014	100.0

time, and embarrassment. Evidently adolescents who needed help most tended to evade it because of the above mentioned inhibiting factors.

Further analysis of Table LXXIV reveals that 27.8 per cent of the students reported a definite lack of communication between the teachers and the pupils. In order of importance the greatest obstacles were busy and indifferent teachers, faculty members who did not offer help, lack of an organized program, and shortage of counselors. In view of the above barriers that seemingly prevented students from seeking assistance, it does seem that at least one out of four students would have consulted the teachers or counselors if the latter were more understanding, more interested, and more sympathetic.

General Comments and Suggestions Made by Students Regarding Guidance Services. The following representative comments selected at random from the 960 student questionnaires give a personal touch to the data analyzed in the preceding chapters. A high proportion of all the pupils who responded expressed satisfaction with the guidance services received in school. The following statements were typical:

We have a very well organized guidance program.

I feel that all teachers in our school are willing to give any student the help she may need. Guidance is here for the asking.

Until I received this questionnaire, I haven't realized all the wonderful guidance help I have received in our high school.

I think our school has one of the best guidance programs, especially in choosing our vocation in life. We are availed with opportunity of attending college and career days, and talking to any member of the faculty at any time.

We have ample opportunities for guidance. The only thing I could suggest is that the students be encouraged to use the guidance provided for them more freely and more frequently.

We have several people to go to with our problems--homeroom teacher, subject teacher, counselor, and chaplain. They all seem very willing to help in whatever way they can.

I feel that I can always talk to any of the nuns and priests with assurance that what I say is respected and held in confidence.

I get more than adequate help.

One senior summed up his feelings in these words:

You don't know who I am, nor do I know you, so, this won't sound like bragging. Outside of my own home, I have never moved in a more healthy atmosphere than at our school. We students have been treated as men not boys, since our first day here. This attitude on the part of the school personnel, as well as the example of manhood they set for us, have influenced us immeasurably.

Among major suggestions for improving the guidance services were the following:

Set up a real guidance program, not simply "go at your own risk and leisure" system.

Have the teachers take an interest in the guidance class, then the students may take an interest, too.

There should be a placement service in school to help students get part-time jobs while in school and full-time employment after graduation.

A special guidance bulletin or weekly stating part-time jobs, college scholarships, recent surveys in industry, and other pertinent information published by the school itself.

A special room set aside for counseling where we would be free to go at any time.

Have guidance more often than once a week. By the time one week rolls by, we forget everything.

Introduce the counselor to the student body at the beginning of the school year.

Schedule interviews during school hours. If pressed for time, use the study period for private counseling. I have often waited over a half hour and never got to see the counselor.

Make the guidance program a full-time job. There are nearly 1500 students with the number increasing rapidly in our school. Many teachers both lay and religious don't want to be bothered with kids after school.

One student made a strong plea for expert help with "inner" problems:

The boys here are of above average intelligence, but many have emotional problems. I suggest adding a psychiatrist to the staff for the purpose of helping students with inner problems.

Along the same line are these suggestions:

I think there should be a personality test given by the guidance instructor in order to find out and help solve the maladjustments of some teenagers.

I always keep everything inside and I'm afraid to ask someone for help. I suggest a question box so that shy students could ask questions about things that bother them and have them answered in the guidance class.

A recurrent theme in the suggestions was the wish that group guidance instruction be more practical:

The guidance period is very dry and boring. It is not presented in an interesting way.

Some topics are discussed over and over. Use some of the points for class discussion that are on this questionnaire sheet.

Let the students discuss things that are on their minds. Topics discussed in the guidance classes are too stereotyped. We have been hearing the same things over for three years. There are other more important topics than good manners and grooming.

The guidance program could be more varied for the different years. Many of the girls think of guidance as forty minutes of grinning and bearing it.

Personally, our guidance class is getting to be another religion class. I haven't really learned much. I received more help from the principal and my subject teachers rather than from the counselor.

To have a guidance class without any P.A. announcements.

Make the guidance classes more informal. Include student discussion rather than lectures, sermons by teachers, or turning it into a study period.

Guidance groups are too large. One theme--college preparation--monopolizes all discussions. There are students who do not plan to go on to college and others who are concerned with teenage problems.

Several boys and girls expressed a positive reaction toward group guidance classes:

At first students were unwilling to participate in the new-half-hour guidance course. Now, they really enjoy it. This is due to the homeroom teacher who set the pace. She entered into it with an informal attitude and everyone seemed to loosen up. Much more can be accomplished this way.

I think that the group guidance class which we have now is an excellent idea.

Dissatisfaction with the guidance text was cited by many:

I don't think we should use a book. We should bring up points that confuse us and discuss them openly.

I don't like the particular type of guidance book we're using.

Change the book used.

Forget the book. Discuss things that are important to the student.

Give us more interesting books and better qualified teachers.

I don't think we need a guidance book. It's the same thing every year. Discuss certain problems which are of interest to a particular group. Have a question period after the general discussion.

Many students pleaded for guidance to begin, not in the senior year, but in the freshman year.

The guidance program for seniors is well organized, but it should be improved for the underclassmen.

Important questions concerning college, scholarships, and future plans should be resolved before the senior year because procrastination is common to the high school student. The resolution of such problems cannot be left stranded until this thing called "senior year" comes along. After all, why should we permit a potential benefit to society to remain encased in the contentment of "boyhood" when "manhood" must be molded from within that frame? This molding must be not then but now.

Senior year is too late to learn the facts about college entrance requirements, occupations in the world of work, and other vocational opportunities. Counseling should start early enough to be of assistance.

Start counseling at least in the junior year. Students are mature enough.

Underclassmen should be able to discuss problems with the guidance director just as the juniors and seniors do.

More emphasis on guiding the freshmen and sophomores so that they will not be overwhelmed by decisions and plans for their future in the senior year.

That students were keenly aware of the heavy load shouldered by some counselors is shown in the following statements:

Our guidance director has too many other duties, and he hasn't time to satisfy our needs. I hope something can be done about this.

The guidance staff is certainly undermanned.

Spread the load over a greater number of counselors. Some have too many students, others too few.

We want a counselor who doesn't teach because it's rough on him. There are many fellows like me who need special help.

Assign help to the guidance department to aid in counseling. Either have two counselors or less boys.

Get more people to run the guidance office so that they will be able to interview the underclassmen, too.

A counselor crammed with appointments, duties, and responsibilities is unable to give any student more than a few minutes of his valuable time.

Expand the guidance services. One person is not enough for 1800 students.

Have a counselor for thirty boys instead of one person for everyone.

A petition for adding lay people to the guidance staff was pointed out by some of the respondents:

Add to the guidance group someone who is not a religious. Someone like our last year's gym teacher who has teen-age children and understands them.

Have a student counselor, preferably a lay teacher, for the job counseling. In this way someone would always be free to listen and to share a girl's problem.

Several comments revealed students' choice of favorite consultants:

I received more help from my subject teachers than I did from the school counselor. The latter tends to forget the habits and interest of students after a year or so. The subject teacher comes into contact with us daily.

Having a homeroom teacher for four years is a good idea. I don't think I'd be half the person I am now, if it hadn't been for my homeroom teacher. She has not only helped me in school difficulties, but also with my personal problems. She has made me realize my vocation in life, and in this way, she has uncovered a question I have long had in my mind.

Leave the guidance to the homeroom teachers. It's easier for them to reach all students than it is for the counselor who already has more than he can handle.

I think guidance should be reserved to the counselors. There are too many homeroom teachers obliged to teach guidance who actually know little about the subject. It is relation with teachers like that that freezes a student's desire for counseling.

I'd rather go to a priest counselor for personal conferences. Nuns act so shocked at what they hear and their answer is usually a rebuke rather than a help.

I think a priest is easier to talk to concerning some problems. The Sisters seem too holy to really understand our problems. In a way, I'm afraid to talk to them about these.

I find priests more understanding than nuns.

Priest-counselor program is an excellent idea. It gives one a chance to talk to someone who doesn't know too much about you and enables him to be unbiased in his judgment.

I think each class should have a guidance counselor of its own besides a homeroom teacher because not everyone gets along with the homeroom teacher and doesn't feel free to talk to her.

Homeroom teachers should be changed every year so that we could benefit from four people, not one person.

Further evidence as to how students really felt about the guidance program was ascertained from the following comments:

I can't seem to let loose of my problems freely to any of my teachers, let alone my personal problems. A private discussion with each girl would be a big help . . . (even by a homeroom teacher).

I hope that by this questionnaire our school would take some advice from the students.

I do not like to discuss my problems with the teachers because I think they will carry it to the classroom.

I suggest a more informal attitude and atmosphere. I feel the girls would be more willing to discuss their problems with teachers if they would be allowed to talk freely without being conscious of correct English usage.

Nobody seems to bother with the students in the lower division. People in the lower division feel lower.

I'd rather work out my own problems no matter how difficult they may seem, because I want some of the decisions to be my own.

I think this questionnaire is a wonderful idea, and I hope future students will benefit from the views given by us.

I have finally found a homeroom teacher who takes a personal interest in everyone. One can talk to her very easily. She's helping one girl with a speech difficulty after school. I feel I can confide in her any time.

I do not wish to bother the already burdened teachers with my problems.

The guidance director failed to realize that there are students on the fourth floor.

The teachers should compliment the "little man" as well as the "executive" type of student. As long as a student is trying he should not be ridiculed for his output. Students with less ability surely need guidance.

Talk about current topics, not religion all the time.

Less "red tape" in obtaining appointments with counselors.

I learned a lot through educational movies.

I didn't know we had a guidance program in our school.

In our school we're more or less on our own. There is no definite person designated to the job of counseling.

Counseling should start in the eighth grade, not in the senior year.

We have adequate religious guidance and good faculty advisers, but personally I don't care to tell people my problems. I use my adviser just for information.

Publicize the guidance program. I've been in this school three years and I have never seen the inside of the Guidance Office.

Get directors who aren't easily discouraged with failures.

Students should be made to realize the importance of the advantages of a good guidance system.

We have a superb faculty group. If help was not received it's my own fault, not theirs.

I wish that the questions to which I answered "No" would be improved as far as guidance is concerned.

These comments, as well as the findings in the foregoing chapters, bring into focus the necessity of extending and improving the guidance services in the schools participating in this survey. Despite the fact that the schools are doing more along this line than ever before, the need for better and more organized guidance grows apace.

SUMMARY

The data in Chapter V were based on responses to the student questionnaire administered to 960 graduating seniors representing a randomly selected group of students from the Catholic High Schools in the Archdiocese of Chicago. The respondents indicated awareness of the kinds of help they had received from the school personnel, the person who helped them most, and the extent to which the school has helped them.

The highest recorded items on the questionnaire were those concerned with problems on dating, college information, vocational and occupational information, and religious doubts. Students indicated that they had received "a great deal" of help with problems in the above-mentioned areas. An average amount of assistance was received in getting adjusted to high school, in overcoming academic difficulties, in improving study habits, in planning the high school program, in discussing health problems, and in planning for the future. Students reported the least help in securing information about part-time employment, in selecting and participating in co-curricular activities, in overcoming personal handicaps, and in getting along with teachers.

Students from all areas were more or less consistent in naming the subject teacher, the homeroom teacher, and the counselor as major sources of help for various problems. According to the total responses, the subject teacher and the homeroom moderator were most helpful with personal-social problems; the counselor was preferred to the other members of the school personnel as a source of help on educational-vocational problems; and the priest, retreat master, the chaplain, and the teacher of religion were most frequently mentioned in connection with religious and moral problems.

The reasons which the students cited for not receiving help with some of their problems were related to the pupil, the teacher, lack of time, and lack of teacher-pupil communication.

The suggestions made by the students for improving the guidance program in their schools referred principally to more help with personal problems, more counselors, interviews scheduled during school hours, more interesting and more practical group guidance classes, more opportunities for counseling for the underclassmen, addition of lay teachers to the guidance staff, more time for consultation, placement service in school, and more information on part-time employment, occupational, and vocational planning.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY OF THE FINDINGS

The purpose of this investigation was to ascertain and appraise the current status of the guidance services in the Catholic High Schools of the Archdiocese of Chicago. Data for the study were obtained from four sources: (1) personal interviews with administrative heads of 20 randomly selected high schools located within the boundaries of the Catholic Archdiocese of Chicago; (2) 21 counselor questionnaires; (3) 160 teacher questionnaires; and (4) 960 student questionnaires. A structured check list served as a guide in facilitating the interviews with the administrators and in insuring coverage of those services considered to be essential in secondary school guidance.

Responses of the Administrators. The data collected through personal interviews with the administrators of the cooperating high schools provided basic information regarding the administrative structure and function of the guidance program. Findings on the following items were included in this category of responses: (1) types of guidance programs; (2) the cost of guidance services; (3) personnel responsible for coordinating the guidance activities; (4) health service; (5) group development service; (6) moral and religious guidance; (7) remedial services; (8) services to teachers; and (9) suggestions for extending or improving the various phases of the guidance program.

1. All administrators consulted in this survey recognized the need for an organized program of guidance activities, and the majority of these have made provisions for implementing such a program within their schools. Approximately three-fourths of the schools in the combined geographical areas have adopted the mixed or combination type of guidance program which utilizes classroom teachers in handling group guidance and counselors in handling individual counseling and special cases.

2. The findings revealed that, in general, the cost of guidance services and materials was not specifically included in the school budget. Most of the schools reported that they had no set amount for this purpose. If guidance is to be an important school function, it must be included in the school budget. Although there is no clear-cut pattern of expenditure for the operation of the guidance program, workable cost estimates can be developed for various types of guidance programs according to standards suggested in literature.

3. In two-fifths of the cooperating schools the principal personally directed and coordinated the guidance activities. In three out of ten schools this was the responsibility of the guidance director other than the principal, and in 15 per cent of the cases it was delegated either to the counselor or the homeroom teacher.

4. Administrators in the cooperating schools gave evidence of a sincere interest in the value of group guidance activities. In order of importance the most commonly employed group guidance techniques were: Homeroom organization, student assemblies, orientation practices, career day conferences, the student council organization, field trips to business and industry, and

formal guidance courses. Although all schools used a combination of group guidance techniques, the schools in the North section showed preference for career day conferences and visits to business firms; the schools in the South section appeared to make greater use of the homeroom period and student assemblies; and the schools in the suburban area reported the career day conference as the most popular group guidance activity. That group guidance occupies an important place in the school's total guidance program is evident from the fact that most of the responding schools reported organized guidance classes and the use of basic texts and workbooks designed specifically for guidance in Catholic secondary schools.

5. According to the opinion of the majority of the administrators, the orientation program was one of the most helpful guidance practices that had been successfully incorporated into the school program. Four out of five schools in the combined areas made handbooks available to new and transfer students. Assemblies and orientation classes were strong features in the suburban schools, while orientation through the homeroom was most popular in the responding schools of the North and South sections.

6. A study of the data concerning testing practices revealed that some type of standardized intelligence test, achievement test, and reading test was administered in the schools participating in this survey. The vocational interest test was administered in slightly more than one-half of the schools, while the personality test was administered least frequently of all, with only one-fifth of the respondents indicating its use.

7. The data on health services in the participating Catholic high schools suggest room for improvement. Services of a school nurse were

available in slightly more than one-half of the schools, and those of a school doctor in one-fourth of the schools. The strongest feature in this program was the required physical examination of the students. Informal health instruction had precedence over formal health classes. The latter were, in most cases, limited to home nursing and hygiene.

8. Religious and moral guidance was carried on extensively in all the schools through formal courses in religion, retreats, a series of conferences on Christian marriage, and various other spiritual activities. Moral and religious training is the Catholic school's greatest contribution to the guidance program.

9. In view of the findings of two recent national surveys of guidance services in the Catholic high schools, it would appear that the secondary schools in the Archdiocese of Chicago excel in making provisions for remedial reading. Four out of five schools indicated that they offered remedial reading as a guidance service. Other remedial measures, such as private tutoring, study skills, and speech were, in general, rather incidental. Serious cases, however, were referred to the proper local agencies.

10. In-service training of faculty members in the area of guidance was carried on in all schools in varying degrees of emphasis through such media as faculty meetings, workshops, films, publications, institutes, lectures, and formal courses in guidance. The schools, on the whole, were not making an all-out effort to participate in professional associations. Although all administrators acknowledged membership in the National Catholic Educational Association, affiliation with other guidance organizations was very negligible.

11. Administrators' comments and suggestions for the improvement or extension of the guidance program revolved around the following factors: more time, more and better trained guidance personnel, clerical help, special time and place for individual conferences, qualified full-time and part-time counselors, more adequate in-service techniques for the staff members, group guidance classes set apart and distinguished from religion classes, greater use of community agencies and resources, and a plea for wholehearted support of provincials and superintendents to back up local principals in setting up and maintaining a well-organized guidance program.

Counselor Responses. Many interesting and significant findings emerged from the analysis of the responses to the counselor questionnaires. The data thus gathered provided pertinent information on such aspects of the guidance program as the professional training and background of counselors, techniques used in analyzing the individual student, guidance facilities, referral practices, dissemination of educational and occupational information, provisions for facilitating the guidance services, and personal comments concerning the significant changes that have been made in the school within the last five years.

1. Of the twenty-one counselors who responded to the questionnaire, more than four-fifths have had a course in principles and techniques of guidance; approximately three-fourths reported a course in adolescent psychology; and more than one-half have listed courses in counseling techniques, organization and administration of the guidance program, tests and measurements, courses in sociology, and a seminar in guidance. The weakest areas in the professional training of the counselor appeared to be in such courses

as occupational and group guidance, mental health and personality problems, and educational measurement.

2. Further analysis of the data on the professional and experiential background of the counselors revealed that a relatively small number of this group has met the state certification requirements regarding semester hours of credit in guidance and other related courses. More than half of the respondents designated courses yielding from 2 to 15 hours in the field; six participants have reported 18 to 24 semester hours in guidance courses; and three counselors designated 45, 70, and 72 hours each. Teaching occupied a unique place in the experience of the school counselors. More than one-half have had from 10 to 20 years experience in the teaching field. About four-fifths of the counselors held the bachelor's degree; almost one-half held the master's degree in either the Arts or Education; only two held the doctor's degree--one, the doctor of philosophy, and the other, the doctor of education.

3. The most frequently used as well as the most helpful techniques concerning the student inventory service were the personal interview, the cumulative record, and the intelligence and achievement tests. A discrepancy between the most frequently used and the most helpful techniques was apparent in the case of the reading test, health data, and the vocational interest test. While a relatively large percentage of the respondents utilized these techniques rather extensively in analyzing the individual, very few designated them as being most helpful. Anecdotal records, sociometric devices, and case studies were the least used techniques in an effort to understand the individual.

4. An encouraging phase of the survey was the fact that the majority of the participants reported the availability of a private room or the principal's office for individual counseling and a classroom for group guidance. A combination of two or three practices were used by the counselors in scheduling private interviews. Pupil-initiated consultations were reported by more than three-fourths of the respondents.

5. A less encouraging aspect of the present study was that pertaining to local agencies available for student referral. Although more than one-half of the respondents utilized the services of the attendance officer, the employment agency, the physician, and the nurse, a relatively small percentage utilized the services of a psychologist, a psychiatrist, or a social worker. Apparently the counselors did not take full advantage of the resources provided by the welfare agencies and the counseling centers at local universities and colleges.

6. More than half of the counselors listed a heavy teaching load, too many counselees, and extra-class responsibilities as main reasons for not contacting the desired number of students.

7. There appeared to be a great deal of emphasis in the combined areas to disseminate educational information through a variety of techniques. College catalogues, scholarship information, and talks by college representatives were used with greatest frequency. Occupational information was disseminated chiefly through such techniques as the occupational file, vocational posters, individual counseling, guest speakers, and "career day" conferences. Least emphasis was placed on the use of occupational units and visits to business firms.

8. Much incidental follow-up of graduates was reported by almost all of the schools, but organized follow-up studies were practically nonexistent. Employment for drop-outs and follow-up of school-leavers and employed graduates seemed to be the weakest phases and the most neglected of all services rendered to the students by the cooperating schools.

9. Factors listed most frequently as satisfactory aids in facilitating the guidance services were the testing program and room facilities for counseling and guidance. Those provided to a limited degree included the use of community resources, time allotment for individual counseling, group guidance, clerical help, library service, part-time employment, and follow-up of graduates attending college.

10. Counselors and guidance directors reported the following significant changes that have been discerned regarding guidance services within the past five years: a central guidance office, organized group guidance sessions, use of the cumulative file, a greater involvement of faculty members in guidance activities, and the services rendered by priest counselors.

Teacher Responses. The data discussed in this section yielded information relative to professional preparation for guidance work, appraisal of the existing program, and suggestions for its improvement.

1. Almost one-half of the cooperating faculty members have been in the teaching profession for 20 or more years and slightly more than one-fifth have had from 10 to 19 years of teaching experience. Ninety-seven of the 160 respondents indicated that they had taken one or more courses in guidance. Of these, more than one-half earned from two to six hours of credit and about one-third from nine to fifteen hours of credit.

2. A relatively large percentage of teachers reported that organized provisions within the school for in-service training of staff members in guidance were practically nonexistent. Only one-half of the teachers indicated that they had attended guidance conferences and workshops. Professional reading seemed to be the most commonly utilized source of help. All but 10 per cent of the respondents stated that they had specific guidance responsibilities outside of their classroom teaching.

3. A general agreement among the teachers in the combined categories was evident regarding the strengths and weaknesses of the existing guidance services. More than one-half of the total number of faculty members listed availability of student records as the strongest feature of the guidance program. Other major strengths in order of frequency were the individual inventory, cumulative records, educational information, and individual counseling. More than three-fourths of the teachers reported that guidance committee groups did not exist in their schools. The most neglected phases in order of rank were the placement and follow-up services, information about drop-outs, referral to the counselor as a resource person, and allotment of adequate time for guidance and counseling.

4. According to the teachers the factors that handicapped the effective operation of the guidance program were the lack of time, overloaded teaching schedules, the lack of qualified personnel, lack of communication, student apathy, and the lack of awareness on the part of teachers of the necessity of guidance.

5. The cooperating teachers suggested the following remedial measures for improving or extending the guidance services: more qualified guidance

personnel, well-planned in-service program, guidance committees headed by a guidance coordinator, workshops sponsored by the Archdiocese, cautious selection of staff members for guidance duties, provision for a placement bureau within the school, allotment of adequate time for group guidance and individual counseling.

Student Responses. The data gleaned from the student questionnaires reflected pupil reactions to the kind and amount of help received from the school personnel and the person who helped the students most. For purposes of analysis, the responses to the sixteen general questions have been grouped into three main categories: (1) Personal-Social Problems; (2) Educational-Vocational Problems; (3) Moral-Religious Problems.

1. Almost all students indicated that they had received most help with problems relating to religious doubts and those pertaining to dating and "going steady." The religious personnel including the subject teacher, priest, chaplain, retreat master, and the homeroom teacher were cited with greatest frequency as the most helpful consultants on problems of this nature.

2. A relatively high proportion of students was aware of available help regarding post-high school education and vocational and occupational opportunities. Only one out of eight considered assistance in these categories unsatisfactory. The counselor, the subject teacher, and the homeroom moderator were listed as major sources of help. About four-fifths reported that they had received "some" help in planning the academic program and mentioned the homeroom teacher and the principal as the most helpful consultants on curricular problems. Seven out of ten respondents indicated awareness of "some" help in overcoming poor study habits and in planning for the future.

The subject teacher and the homeroom teacher were mentioned most frequently as helpful advisers by the students from the North and South sections while the counselor and the homeroom teacher were preferred by the students from the suburbs. In all three areas the counselor was referred to with the greatest frequency on questions pertaining to future plans. The subject teacher emerged, by far, as the most popular consultant on problems regarding academic failure and class work difficulties. The students reported the least assistance in securing part-time employment.

3. In the "personal-social" guidance category, the students indicated that the greatest amount of help was provided in getting adjusted to high school, in discovering their interests, abilities, and aptitudes, and in discussing health problems. The subject teacher, the homeroom sponsor, the counselor, and the principal were named as most helpful consultants on these problems. The data further disclosed that more than one-half of the responding seniors received no help in overcoming personal handicaps, in selecting and participating in co-curricular activities, and in getting along with teachers. Most of those who did receive help indicated that it was very limited. The subject teacher and the homeroom adviser proved to be most helpful on problems in these areas.

4. It is obvious from the findings in this section that the students received the greatest amount of assistance with moral-religious problems; an average amount with educational-vocational problems; and the least assistance with personal-social problems.

5. The reasons which the students gave for not having been able to get help with some of their problems were, in most instances, personal reasons

connected with shyness, fear, lack of time, lack of interest, and no felt need of special help. Other obstacles were related to busy and indifferent teachers, lack of communication and understanding between teachers and pupils, a limited guidance staff, and lack of an organized guidance program.

6. The subject teacher, the homeroom teacher, and the counselor emerged as major sources of help on various problems. The greatest amount of assistance provided by the subject teacher and the homeroom moderator was confined to personal-social problems; the counselor figured most frequently in problems of an educational-vocational nature; and members of the religious personnel were most frequently referred to by students regarding religious-moral problems.

7. Voluntary comments and suggestions of the students pointed to the need for more adequate provisions for individual counseling on school time; more help with personal problems; more counselors; more opportunities for counseling for the lower classmen; guidance classes based on student needs and student problems; addition of lay teachers to the guidance staff; more timely information regarding occupational opportunities, future planning, and part-time employment; and the establishment of a placement bureau within the school.

GENERAL CONCLUSIONS

Analysis of the data and summaries of the findings have provided the following basic conclusions for the study:

1. It was evident that all of the cooperating schools have made some effort toward developing the basic guidance services. Various degrees of

comprehensiveness were noted, but the organizational pattern was similar in all schools.

2. In general, the mixed or combination type of guidance program appeared to be the one used by most schools. This trend toward the development of organized guidance programs reflects the growing interest and importance the administrators place upon well-rounded guidance activities. There are, however, problems connected with this trend. Many teachers and even counselors are not fully qualified to assume their individual responsibilities in handling the various phases of the guidance program.

3. An encouraging aspect of the survey was the fact that most of the administrators took the initiative to develop a more adequate program of guidance services. It was not surprising then to find that the principal assumed the role of guidance coordinator in two-fifths of the schools. Replies of these administrators suggested a recognition of the need for a specified budget allotted to guidance services.

4. A dire need for professional training and continued professional development was quite apparent. A majority of the principals reported that they had some guidance training, but they felt that this was not sufficient or recent enough to meet the new concepts and the new methods that have evolved especially in the area of counseling; the teachers indicated a feeling of inadequacy and insecurity in conducting guidance classes; a relatively low percentage of the responding counselors have met the requirements that would make them experts in this area; and even the students clamored for better and more interesting teachers in the guidance classes.

5. The schools appeared to be making a commendable effort in providing adequate facilities for group guidance and individual counseling. Approximately four-fifths of the schools utilized a private office for personal interviews. It was also noted that in schools constructed recently and in the annexes to older buildings specific provisions for a central guidance office have been made in every instance.

6. The schools, in general, did not seem to interpret the guidance program to the students. An increased student awareness of available guidance in the various problem areas would lead to a clearer understanding, greater appreciation, and a more active student participation in the guidance services within the school.

7. Formal guidance mainly for the seniors appeared as a consistent practice. There is a definite need to extend these services downward to the lower classmen.

8. Emphasis on group guidance rather than individual counseling was reflected in the summarized findings. Although group guidance techniques were employed rather extensively, according to the principals, the counselors, and the teachers, there was a need for more resource materials and more adequate provisions in terms of time and in-service planning and training.

9. The pupils and faculty members were at odds in regard to the effectiveness of group guidance classes and textbooks. The greater proportion of teachers found the textbooks, pupil workbooks, and the teacher manuals very useful in conducting group guidance classes. According to the students, however, the guidance class, in general, was boring and seemed to be

degenerating into another religion class or study period. Textbooks were found to be "dull" and "uninteresting." There were pleas for the following:

- a. A more informal attitude
- b. Greater emphasis on adolescent problems
- c. More interesting and better qualified teachers
- d. Smaller groups

In view of the above comments there is some justification to believe that teachers, in general, must relinquish the role of a pedagogue and adopt the role of a guide during the group guidance period so as to create an emotional climate thus enabling students to relax and to participate fully in well-planned discussions. On the whole, however, there is a need for administrators to assign adequately trained and a carefully selected corps of teachers to handle group guidance classes.

10. There was complete agreement among the administrators, the members of the school personnel, and the students that provisions for moral-religious guidance were most extensive of all guidance services. There was, however, a tendency on the part of some of the faculty members to equate religious and moral training with guidance. Religious personnel have, perhaps, sufficient background for religious and moral counseling, but this does not guarantee proficiency in the more technical areas of vocational, occupational, and educational guidance.

11. The teacher appraisal of the in-service training in guidance was relatively low and indicated that no systematic provisions were made in this regard. This concern of teachers for assistance could be used by the administrators in organizing more adequate in-service techniques.

12. There was a striking lack of agreement between the administrators and the faculty group in the South section in regard to the role of the

guidance director. The administrators indicated that this function was discharged by either the principal or some other faculty member in all the co-operating schools, while more than one-half of the teachers reported that no qualified person had direct responsibility for the guidance activities. Apparently, there is a need for a precise definition of the term "guidance coordinator" and a specification of his duties.

13. There is evidence to suggest that guidance testing has attained much prestige in most schools. The testing program, however, was limited to the intelligence, achievement, reading, and aptitude tests. More extensive use could be made of the vocational interest and personality inventories for guidance purposes.

14. Individual counseling was restricted chiefly to students who planned to go to college. More emphasis is needed to help those who plan immediate job entrance.

15. According to student opinion, the subject teachers and homeroom moderators played a central role in helping students most with their problems. Sound practice would seem to require that these faculty members have more training and more time to do better what they are trying to do within the existing limitations.

16. Generally, the schools were, by far, more effective in providing educational and vocational guidance than personal guidance.

17. The major weaknesses revealed by the study were the following:

- a. Virtually nonexistent placement services within the school.
- b. No systematic follow-up procedures of graduates and drop-outs.
- c. Ineffective provisions for securing part-time jobs for students and employment for drop-outs.

- d. Definite limitations concerning student referral.
 - e. A curtailed health program.
 - f. Inadequate professional preparation of the school personnel for counseling and guidance.
 - g. Lack of time and a heavy teaching load.
 - h. Little organized cooperation between the schools and the communities.
18. The major strengths revealed by the study were the following:
- a. Religious and moral guidance.
 - b. Physical facilities for guidance and counseling.
 - c. Availability of student records.
 - d. Dissemination of educational and occupational information.
 - e. Systematic provisions for the individual inventory, cumulative records, the orientation program, and remedial reading.

RECOMMENDATIONS

In the light of the questionnaire results, the investigator found it feasible to offer the following recommendations:

1. That the personnel in the Archdiocesan high schools know and understand the basic concepts of guidance and counseling and why they are not synonymous terms.
2. That areas of responsibility be clarified with the understanding that the role of a teacher in guidance is supplementary and the burden of the personnel work must be shouldered by trained persons.
3. That sufficient time be provided in the daily school schedule for group guidance and individual counseling.
4. That the counselor load be reduced to a ratio of approximately 1:300 students.

5. That a guidance committee composed of teachers, administrators, and counselors be appointed in the individual schools to serve as a nucleus in determining the policies, making specific proposals and plans, and directing the guidance program in general. These should be chosen according to their interests, abilities, and training.

6. That the school personnel recognize the fact that group guidance is for assisting that particular group with its problems and not those which some administrator or text book writer feels the problems of that group should be.

7. That counseling services be extended to the lower classmen, and personal interviews scheduled in such a way that all students will be served throughout all four years.

8. That a more comprehensive health program be implemented in the individual schools including more adequate health counseling, physical and mental health instruction, and provision for an extended recreational and physical education program dedicated to the development of strong bodies and healthy minds.

9. That a regular, systematic follow-up procedure of all graduates and drop-outs be inaugurated. This should be as extensive as funds permit to meet the needs which such data can serve for curricular modifications and the evaluation of the existing guidance service.

10. That the schools utilize more frequently the services of referral agencies and professional consultants to supplement school resources.

11. That those in guidance and counseling accept the responsibility for continued professional development. The counselor should make every effort

to meet the standards set for certification, and staff members should take advantage of the in-service training programs and guidance courses offered at the local universities.

12. That the members of the school personnel hold active membership in national associations in the field of guidance and counseling other than those strictly listed as Catholic.

13. That guidance services be centralized within religious communities which conduct a sufficient number of schools in the Archdiocese. These could set up a central guidance program for the institutions conducted by their Orders.

14. That a Counseling and Guidance Council be organized on the Archdiocesan level thus extending the opportunity for counselors and guidance workers to band together for the purpose of sharing problems that are peculiar to Catholic high school counseling and guidance.

15. That teacher training programs make provision for some basic guidance courses so that beginning teachers have an acquaintance with methods and materials available in student personnel work.

16. That competent lay teachers be added to the guidance staff.

17. That individual schools make a periodic evaluation of their guidance activities to ascertain (1) whether the objectives of the program are being attained, (2) the extent to which the program is succeeding or failing, and (3) whether the services are being utilized by the students.

18. That the entire school staff be encouraged to cooperate and participate in the guidance activities. No amount of specialized training on the part of a few staff members will overcome refusal to contribute by the rest

of the staff. It is not expected that every faculty member should be a competent counselor, but all should attempt to develop an understanding of the functions and practices of the guidance program; the help one might expect from the guidance services; and an appreciation of the contributions made by others to the program.

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APPENDIX A

December 3, 1959

To the Principal:

As part of my work toward fulfilling the requirements for a Doctor's Degree in Education at Loyola University, Chicago, I am conducting a survey of guidance services in the Catholic High Schools of the Archdiocese of Chicago. Through a statistical process of random sampling, your high school was among those selected for the survey. I sincerely hope you will give favorable consideration to providing the necessary data since the conclusions will not be valid unless the entire sample responds.

Data will be gathered by means of questionnaires and a personal interview with the administrative officers in charge of the guidance services. All information received will be kept confidential. The problem concerns the Archdiocese rather than individual schools.

I have tentatively set aside _____ as the day on which I would like to visit _____ if you are kind enough to consider my request. But if this is not suitable, please suggest an alternate date. Kindly fill in and mail the enclosed information card as soon as possible. I shall deeply appreciate any help you are able to give me in this matter for without your assistance I will not be able to conclude my study.

Thank you and God bless you for your kind cooperation.

Sincerely yours in Christ,

Sister Mary Bonita, C.S.S.F.

Sister Mary Bonita, C.S.S.F.

APPENDIX B

INTERVIEW GUIDE FOR ADMINISTRATORS

High School _____

Total Enrollment _____

Number of Seniors _____

Number of Teachers _____

1. Who is responsible for directing and coordinating the guidance services in your school?

- | | | | |
|--------------------------|-----|-----------------------|-----|
| a. High School principal | () | f. Dean of boys | () |
| b. Vice-principal | () | g. Dean of girls | () |
| c. Guidance director | () | h. Subject teacher | () |
| d. Guidance counselor | () | i. Homeroom teacher | () |
| e. Teacher counselor | () | j. Guidance committee | () |

2. Which of the following types of guidance programs most nearly fits the program in your school?

- a. Centralized - The specialist type requiring experts, particularly of psychologists and trained counselors. _____
- b. Decentralized - The classroom type depending upon regular teaching under the direction of the principal. _____
- c. Mixed - The combination type with the teacher handling group guidance work and a counselor handling special cases and techniques. _____

3. Does the school provide special techniques of group guidance?

- | | |
|---|-----|
| a. Orientation for new students | () |
| b. Homeroom | () |
| c. Guidance courses (Occupations) | () |
| d. Assemblies | () |
| e. Student Council | () |
| f. Vocation or Career days | () |
| g. Field trips | () |
| h. Visits to business firms and industrial plants | () |
| i. Others | () |

4. How are new students oriented to the routine of school life?

- a. Through student handbooks? ()
- b. Through a freshman assembly? ()
- c. Through a special orientation class? ()
- d. Through the homeroom? ()
- e. Through talks in the elementary schools? ()
- f. Through an orientation unit in a regular freshman class? ()
- g. Through a tour of the building? ()

5. Which of the following testing practices are used in your school?

- | | | | |
|-----------------------|-----|------------------------|-------|
| a. Intelligence tests | () | e. Aptitude tests | () |
| b. Achievement tests | () | f. Vocational interest | () |
| c. Diagnostic tests | () | g. Personality tests | () |
| d. Reading tests | () | h. Others | _____ |

6. At which grade level (s) are the following tests administered?

- | | | | |
|-----------------------|-------|------------------------|-------|
| a. Intelligence tests | _____ | e. Aptitude tests | _____ |
| b. Achievement tests | _____ | f. Vocational interest | _____ |
| c. Diagnostic tests | _____ | g. Personality tests | _____ |
| d. Reading tests | _____ | h. Others | _____ |

7. Are special classes in remedial work offered in the following areas?

- | | | | |
|---------------------|-----|-----------------|-------|
| a. Reading | () | d. Study skills | () |
| b. Speech | () | e. Others | _____ |
| c. Private tutoring | () | | _____ |

8. What provisions are made for religious or moral guidance?

- a. School chaplain ()
- b. Spiritual director ()
- c. Formal religion courses ()
- d. Periodic conferences with a priest ()
- e. Annual retreat ()
- f. Marriage conference ()
- g. Program of religious activities(e.g., daily Mass, Sodality, Cisca) ()
- h. Others _____

9. What courses are offered in the area of health education?

- | | | | |
|--------------|-----|--------------------------|-------|
| a. First Aid | () | d. Home Nursing | () |
| b. Hygiene | () | e. Informal instructions | () |
| c. Safety | () | f. Others | _____ |
| | | | _____ |
| | | | _____ |

10. Are physical examinations voluntary? _____ Required? _____
Or is the family physician's report accepted? _____

11. Who are the examiners?
Doctors? _____ Nurse? _____ Others? _____

12. Are the following in-service practices utilized?

- | | | | |
|-------------------------|-----|-----------------|-------|
| a. Faculty meetings | () | e. Films | () |
| b. Committee groups | () | f. Publications | () |
| c. Professional library | () | g. Others | _____ |
| d. Workshops | () | | _____ |
| | | | _____ |

13. What budgetary provisions are made for guidance services and materials?

- | | |
|-------------------------|-----|
| a. Budget \$50 or less | () |
| b. Budget \$51 to \$100 | () |
| c. Budget over \$100 | () |
| d. No set amount | () |

14. Are you or your staff members affiliated with any of the following professional organizations?

- | | |
|--|-----|
| a. National Catholic Educational Association | () |
| b. American Personnel and Guidance Association | () |
| c. National Vocational Guidance Association | () |
| d. American Psychological Association | () |
| e. American Catholic Psychological Association | () |
| f. State or Local Guidance Association | () |
| g. Some other association related to guidance | () |

15. Which of the following texts are used for group guidance in your school?

- | | |
|---|-----|
| a. <u>Insight Series</u> (Harcourt Brace and Company) | |
| (1) <u>It's Your Education</u> | () |
| (2) <u>It's Your Life</u> | () |
| b. <u>Group Guidance for Catholic Schools</u> by Saalfeld | () |
| c. <u>Group Guidance in the Homeroom</u> (University of Dayton) | () |

d. Complete Group Guidance for Catholic High Schools
(Bruce Publication) ()

e. Others _____

16. What suggestions for further improvement or extension do you have to offer?

APPENDIX C

QUESTIONNAIRE FOR COUNSELORS OR GUIDANCE DIRECTORS

High School _____ Date _____

Your cooperation in filling out the questionnaire below is greatly appreciated.

Part I

1. Check items that apply to your professional training and background:

- a. A broad general education background ()
- b. Specialized courses in guidance
 - (1) Principles and Practices of Guidance ()
 - (2) Organization and Administration of Guidance. ()
 - (3) Counseling Techniques ()
 - (4) Teaching of Occupations and Group Guidance ()
 - (5) Techniques of Guidance in the Secondary Schools. ()
 - (6) Seminar on Guidance. ()
 - (7) Personality Problems and Mental Health ()
 - (8) Adolescent Psychology. ()
 - (9) Elementary Statistics. ()
 - (10) Advanced Statistics. ()
 - (11) Tests and Measurements ()
 - (12) Sociology. ()
- c. Number of credit hours in college courses preparing you for guidance.
- d. Number of years of teaching experience. _____
- e. Counseling experience or internship:
 - (1) Full-time () (4) Guidance director ()
 - (2) Part-time () (5) Other title _____
 - (3) Teacher-counselor () _____

2. State undergraduate degree(s) earned and the degree granting institution.

3. State graduate degree(s) earned and the degree granting institution.
-
-

Part II

1. Are the following tools and techniques utilized in analyzing the individual?

- | | | | |
|---|-----|----------------------------------|-----|
| a. Cumulative records | () | i. Vocational interest inventory | () |
| b. Tests of intelligence | () | j. Autobiography | () |
| c. Achievement tests | () | k. Anecdotal records | () |
| d. Academic records | () | l. Sociometric studies | () |
| e. Health and physical data | () | m. Case studies | () |
| f. Personal data blanks or questionnaires | () | n. Tests of personality | () |
| g. Interviews | () | o. Reading tests | () |
| h. Aptitude tests | () | p. Rating scales | () |

Look back over the items you have checked "yes," and put x in front of those you have found most helpful.

2. Which of the following referral agencies or personnel are available either in the school or in the community?

- | | | | |
|-----------------------|-----|-------------------------|-------|
| a. Physician | () | f. Psychologist | () |
| b. Nurse | () | g. Social worker | () |
| c. Dentist | () | h. Employment agency | () |
| d. Psychiatrist | () | i. Others (Please list) | _____ |
| e. Attendance officer | () | | _____ |

3. How are interviews scheduled?

- | | | | |
|-----------------------------|-----|-----------------------|-----|
| a. Routine for each student | () | d. Request of student | () |
| b. Referral by teachers | () | e. Parent request | () |
| c. Referral by principal | () | | |

4. Where does counseling take place?

- | | |
|--|-----|
| a. In a special counseling room with adequate privacy? | () |
| b. In a classroom? | () |
| c. In the principal's office? | () |

5. If you do not see all counselees at least once a year, is the reason one of the following?

- a. Too many counselees. ()
 - b. A heavy teaching load. ()
 - c. Extra-class responsibilities at school. ()
 - d. Lack of pupil interest. ()
 - e. Other reasons (please list) _____
-
-

6. By what means is educational information made available to students?

- a. Current catalogues and directories of various types of schools ()
 - b. Information about scholarships and loans ()
 - c. College Day ()
 - d. Assembly programs ()
 - e. Representatives from colleges and universities ()
 - f. Use of posters and charts ()
 - g. Other techniques (please list) _____
-
-

7. By what means is occupational information made available to the students?

- a. File of occupational books and pamphlets ()
 - b. Use of vocational posters, charts, bulletin board ()
 - c. Audio-visual aids ()
 - d. Assembly programs ()
 - e. Occupational units integrated with school courses ()
 - f. Visits to business and industry ()
 - g. Career Day, Career Conference ()
 - h. Individual counseling ()
 - i. Guest speakers ()
 - j. Lectures and group discussions ()
 - k. Other techniques (please list) _____
-
-

Part III

1. To what degree do each of the following factors affect the guidance program in your school? Please use the following rating scale.

- 1. To a satisfactory degree.
- 2. To a limited degree.
- 3. Not true at all for your school.

- a. Is the daily schedule of classes so planned that both teachers and students have time for guidance activity? _____

- b. Is a planned testing program carried out in the school? _____
- c. Are adequate room facilities available for individual counseling? _____
- d. Is adequate clerical help provided to keep records and other data in order? _____
- e. Do the services of the school librarian facilitate guidance and counseling activities? _____
- f. Are community resources utilized in the development of the guidance and counseling program? _____
- g. Are pupils assisted in obtaining part-time work and vacation jobs? _____
- h. Does the school cooperate with community job placement officers? _____
- i. Is this service extended to drop-outs? _____
- j. Are follow-up studies made of graduates who go to college? _____
- k. Of those who do not go to college? _____
- l. Is this service extended to drop-outs? _____
- 2. Is the information gained through follow-up studies used to:
 - a. Modify the curriculum ()
 - b. Evaluate the program of guidance services ()
 - c. Give further assistance to school-leavers ()
 - d. Evaluate the co-curricular program ()
- 3. What are the most significant changes which have been made in the organization and administration of the guidance services in your school in the past five years?

APPENDIX D

QUESTIONNAIRE FOR TEACHERS

High School _____ Date _____

Your assistance in completing this section of the questionnaire is very much appreciated.

Part I

1. Please check the approximate number of years of teaching experience:
- | | | | |
|--------------|-----|---------------------|-----|
| a. 1 year | () | d. 10-19 years | () |
| b. 2-4 years | () | e. 20 or more years | () |
| c. 5-9 years | () | | |
- | | Yes | No |
|---|-----|-----|
| 2. Have you had any college courses preparing you for guidance work? | ___ | ___ |
| 3. If your answer is yes, how many credit hours? | ___ | ___ |
| 4. Have you attended any guidance conferences or workshops in the past years? | ___ | ___ |
| 5. Have you read articles or books on guidance in the past years? | ___ | ___ |
| 6. Do you feel that your professional training is adequate preparation for the guidance required of you as a teacher or staff member? | ___ | ___ |
| 7. Has your school provided a well planned in-service guidance program for the instructional staff? | ___ | ___ |
| 8. Besides your regular school duties what specific guidance responsibilities have been assigned to you? | ___ | ___ |

Part II

Consider each item carefully and then check it in the appropriate column. If your answer is YES, indicate by using the rating scale below, whether your guidance program is strong, fair, or weak in this respect.

1. Strong

2. Fair

3. Weak

SAMPLE

Yes () No

Is assistance provided for all students who need help in securing part-time employment?

x 3

1. Has a qualified person been given direct responsibility for the operation of the guidance program?

2. Has a guidance committee been established to serve as a coordinating body in matters involving guidance policies and practices?

3. Does the school provide for individual counseling of students who want to discuss personal, educational, or vocation problems?

4. Does the school have a planned program of guidance activities in connection with a homeroom system?

5. Does the school have a planned orientation program for incoming students?

6. Does the school have a co-curricular program used as a part of the group guidance program?

7. Is the pupil record system cumulative and convenient to use?

8. Are student records kept where they are easily accessible?

9. Are student questionnaires, tests, and other forms used to collect information about individual students for the cumulative folder?

10. Does the school have an up-to-date accessible file of occupational information?

11. Are catalogs and other information about colleges, training facilities, and vocational schools available?

12. Are members of the staff informed as to the school's placement service and problems?

- | | Yes | (<u> </u>) | No |
|--|-----|-----------------|----|
| 13. Is the faculty provided with information about school leavers and their reactions? | — | — | — |
| 14. Are provisions made for referral of students who need specialized help? | — | — | — |
| 15. Is there sufficient amount of time set aside for guidance purposes? | — | — | — |
| 16. Are group guidance teachers provided with necessary materials and teaching aids? | — | — | — |

Part III

1. List factors that handicap the effective development of the guidance program within your school.

2. How have the guidance services in your school helped you as a teacher?

3. What suggestions would you offer for improving the guidance services in your school?
 a. _____
 b. _____
 c. _____
 d. _____
4. Additional Comments:

APPENDIX E

STUDENT QUESTIONNAIRE

High School _____ Date _____

Boy _____ Girl _____ Grade _____

Part I

This is a questionnaire to find out what kinds of help you have received from your principal, counselor, homeroom teacher, subject teacher, chaplain, or other members of the school personnel. Use the following numbers to indicate the extent of assistance with each item.

1. A great deal
2. Some
3. Very little

SAMPLE

Have you received special guidance on how to budget your leisure time wisely?

 x Yes (2) No

If your answer is yes, tell who helped you most.

_____ Homeroom teacher _____

1. Have you received assistance in getting adjusted to high school?

 Yes () No

If your answer is yes, tell who helped you most.

2. Have you received assistance in discussing health problems?

 Yes () No

If your answer is yes, tell who helped you most.

3. Have you received special guidance in discovering your interests, abilities, and aptitudes?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

4. Have you been helped in overcoming personal handicaps, such as shyness, self-consciousness?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

5. Have you received any help on how to select and participate wisely in co-curricular activities?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

6. Have you received any help in learning how to get along with your teachers more effectively?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

7. Have you been helped in planning your high school program?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

8. Have you received special guidance on how to improve your study habits?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

9. Have you been assisted in overcoming special difficulties in your class work?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

10. Have you received information about educational opportunities in college?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

11. Have you received information about vocational opportunities and requirements?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

12. Have you received information regarding part-time job opportunities?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

13. Have you received assistance in planning your future?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

14. Have you received assistance in discussing questions on dating and "going steady"?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

15. Have you received assistance in discussing doubts as to what is morally right or wrong?

____ Yes (____) ____ No

If your answer is yes, tell who helped you most.

Part II

1. State some reasons why you haven't been able to get help with some of your problems in school?
- a. _____
- b. _____
- c. _____
2. What are your suggestions for improving the guidance program in your school?
- a. _____
- b. _____
- c. _____
3. Are there any additional comments you would like to make? If so, use the space below.

APPROVAL SHEET

The dissertation submitted by Sister Mary Bonita Wierzbowski, C.S.S.F. has been read and approved by a board of five members of the Department of Education.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Education.

January 31, 1961
Date

John A. Hellingston
Signature of Adviser